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ABSTRACT

The book is intended for use by school- and nonschool-based professionals in teaching social skills and social competence to handicapped persons in order to promote employment success. It provides guidelines, procedures, and instrumentation for: (1) assessing client status on socially validated social skills required in both school- and community-based employment settings; (2) using curricular guidelines and scripts for teaching essential social skills; (3) teaching social skills in actual work settings; and (4) individualizing the instructional process to accommodate both client attributes and specific setting requirements. Work-at-school curriculum examples for each of 22 identified social-vocational skills describe the events that occasion social responding, analyze the kind of responses that are called for, and suggest a focus for training. The competitive employment curriculum guide, intended to aid social-vocational skill training on the job, uses the same 22 skills embedded in eight scripts that describe ongoing interactions taking place in five different jobs (automobile cleaner, cafeteria worker, fast food worker, motel maid, and dishwasher). An appendix contains master forms designed to be reproduced for use with the social protocol curriculum. (VW)

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JOB SUCCESS FOR HANDICAPPED YOUTH:

A SOCIAL PROTOCOL CURRICULUM

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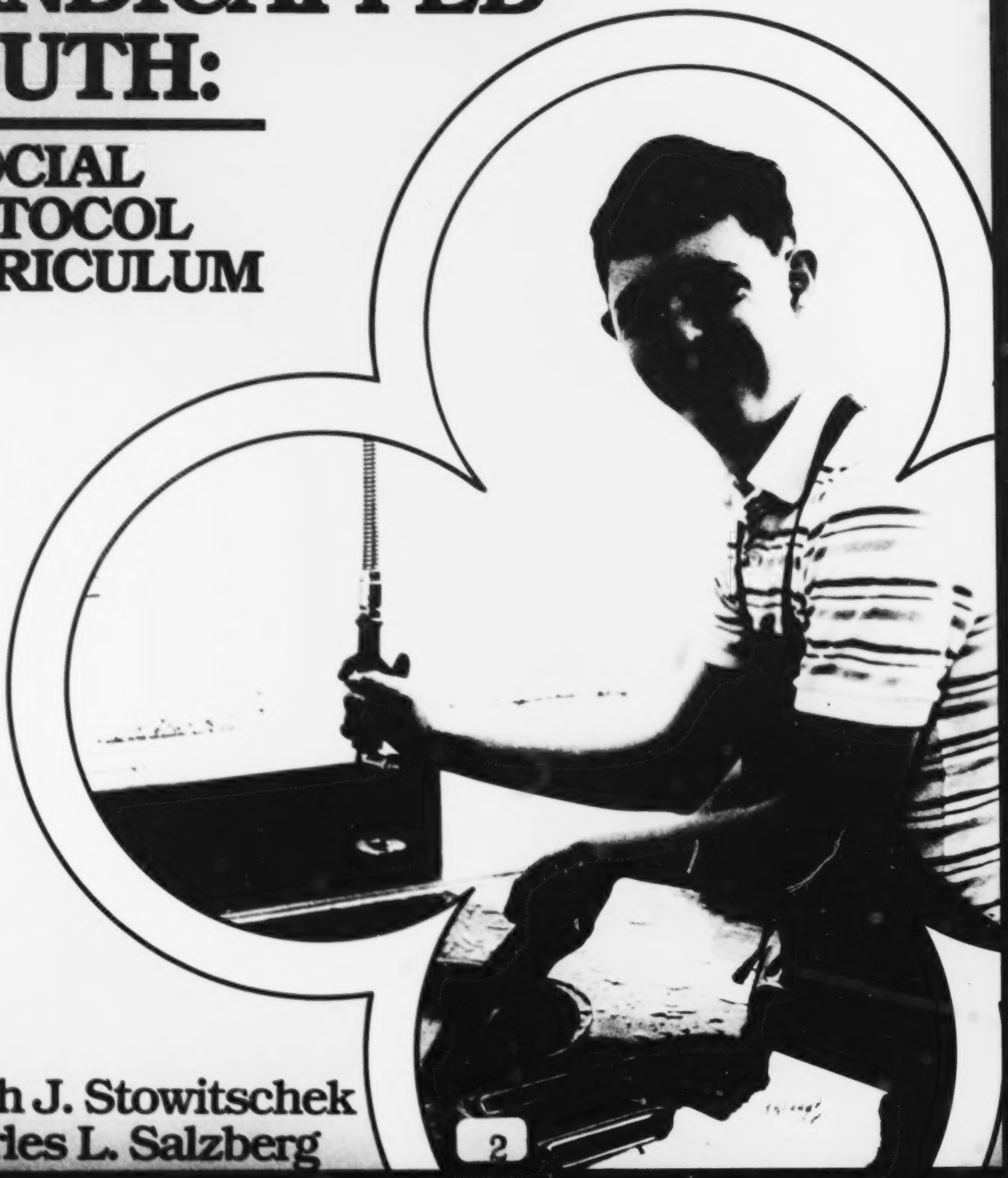

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Foreword

The importance of social skills and social competence to employment success for persons with handicapping conditions has been increasingly recognized by a broad spectrum of professionals within special educational and developmental disabilities. Empirical evidence is rapidly accumulating which indicates that job termination of handicapped persons is often associated with an inability to display expected levels of social competence (Chadsey-Rusch, in press; Greenspan & Shoultz, 1981; O'Connor, 1983; Salzberg, Likins, McConaughy, & Lignugaris/Kraft, 1986). Yet, efforts to systematically identify and teach critically important social skills that underlie acceptable levels of social competence within a range of employment settings have, until recently, been conspicuous by their absence.

These authors have produced a thoughtful and very well written book that addresses this challenge in a most comprehensive fashion. This book will serve as an important resource guide to both school- and nonschool-based professionals who are concerned with the habilitation and community adjustment of handicapped youth and adults. The authors have elegantly analyzed the current knowledge base on social competence and employment and have provided the reader with concrete guidelines, procedures, and instrumentation for (a) assessing client status on socially validated social skills required in both school- and community-based employment settings, (b) effective use of curricular guidelines and scripts for teaching essential social skills, (c) teaching social skills in actual work settings, and (d) individualizing the instructional process to accommodate both client attributes and specific setting requirements. The content of this book provides the professional with all of the information necessary to improve job tenure prospects through the improvement of social competence.

The authors' model of teaching social skills is subsumed by the term *social protocols for employment* which incorporates three very important dimensions essential to successful intervention in this area. These are conducting ecological analyses of key social skills, identifying the functional effects of such skills across a variety of employment settings, and facilitating generalization of effects to nontrained contexts. I believe this is a most workable and technically adequate model for improving employment-related social competence.

These authors are to be commended for producing such a timely and valuable work as this. This book should become an integral part of the professional's repertoire of tools if he or she is concerned with the job access and tenure of persons with handicapping conditions.

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Preface

Career education and the transition of handicapped students from school to work has long been a primary concern of The Council for Exceptional Children. Ever since the early 1970's, when the concept of career education was first articulated, special educators have been able to depend on CEC for quality, state-of-the-art materials in career and vocational education.

In 1978, CEC published two important books in vocational education, *Vocational Education of Handicapped Students—A Guide for Policy Development* by Sharon Davis and *Vocational Education: Teaching the Handicapped in Regular Classes* by Robert Weisgerber. An excerpt from the latter work confirms the longstanding need for this, CEC's newest offering.

Surveys show that 80% of persons who have been classified as mentally retarded are eventually employed in unskilled or semiskilled jobs (Kirk, 1972). The evidence seems to indicate the following:

- When properly placed, the retarded perform as efficiently as do persons of normal intelligence.
- On simple or routine tasks, their efficiency often exceeds that of nonhandicapped employees, and they tire less quickly.
- On routine tasks, the retarded show a high degree of job satisfaction and have lower rates of tardiness, absenteeism, and job turnover than do employees of normal intelligence.
- Failure on unskilled or semiskilled jobs is usually related to personal, social, and interpersonal characteristics rather than to inability to perform assigned tasks.
- A stable family situation and some contact with rehabilitation agencies greatly enhances the retarded person's vocational potential.
- Vocational failure of retarded persons is frequently due to poor personal and social development. Any serious attempt to prepare the retarded for employment must take this into account.

In 1978, CEC published the first edition of Donn Brolin's *Life Centered Career Education: A Competency Based Approach*, which continues to grow in popularity each year. The Life Centered Career Education curriculum organizes 22 major competencies and 102 subcompetencies into three domains: Daily Living Skills, Personal-Social Skills, and Occupational Skills.

Job Success for Handicapped Youth: A Social Protocol Curriculum supports many of the competencies set out in the Brolin curriculum in spite of the fact that it grew from a totally separate research base. In all, 23 subcompetencies are directly addressed. The chart on the following pages shows how the social protocol curriculum fits into this broad Life Centered Career Education Approach.

For a complete list of CEC's career education/vocational education products for special education, contact Publications Sales, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589, 703/620-3660.

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Jean N. Nazzaro

Curriculum Area	Competency	Subcompetencies	
Daily Living Skills	1. Managing Family Finances	1. Identify money and make correct change	2. Make wise expenditures
	2. Selecting, Managing, and Maintaining a Home	6. Select adequate housing	7. Maintain a home
	3. Caring for Personal Needs	10. Dress appropriately	11. Exhibit proper grooming and hygiene
	4. Raising Children, Enriching Family Living	14. Prepare for adjustment to marriage	15. Prepare for raising children (physical care)
	5. Buying and Preparing Food	18. Demonstrate appropriate eating skills	19. Plan balanced meals
	6. Buying and Caring for Clothing	24. Wash clothing	25. Iron and store clothing
	7. Engaging in Civic Activities	28. Generally understand local laws & government	29. Generally understand Federal Government
	8. Utilizing Recreation and Leisure	34. Participate actively in group activities	35. Know activities and available community resources
	9. Getting around the Community (Mobility)	40. Demonstrate knowledge of traffic rules & safety practices	41. Demonstrate knowledge & use of various means of transportation
Personal-Social Skills	[illegible]	43. Attain a sense of body	44. Identify interests and abilities
	[illegible]	48. Express feelings of worth	49. Tell how others see him/her
	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	59. Know how to make & maintain friendships
	[illegible]	[illegible]	63. Understand self organization
	[illegible]	66. Differentiate bipolar concepts	67. Understand the need for goals
	[illegible]	71. Recognize emergency situations	72. Read at level needed for future goals
Occupational Guidance & Preparation	17. Knowing & Exploring Occupational Possibilities	76. Identify the personal values met through work	77. Identify the societal values met through work
	18. Selecting & Planning Occupational Choices	82. Identify major occupational needs	83. Identify major occupational interests
	[illegible]	[illegible]	[illegible]
	20. Exhibiting Sufficient Physical-Manual Skills	94. Demonstrate satisfactory balance and coordination	95. Demonstrate satisfactory manual dexterity
	21. Obtaining a Specific Occupational Skill		
	[illegible]	98. Search for a job	99. Apply for a job

Note: Screened areas indicate competencies and subcompetencies supported by the social protocol curriculum.

Career Education Competencies

3. Obtain and use bank and credit facilities	4. Keep basic financial records	5. Calculate and pay taxes		
9. Use basic appliances and tools	9. Maintain home exterior			
12. Demonstrate knowledge of physical fitness, nutrition, & weight control	13. Demonstrate knowledge of common illness prevention and treatment			
16. Prepare for raising children (psychological care)	17. Practice family safety in the home			
20. Purchase food	21. Prepare meals	22. Clean food preparation areas	23. Store food	
26. Perform simple mending	27. Purchase clothing			
30. Understand citizenship rights and responsibilities	31. Understand registration and voting procedures	32. Understand Selective Service procedures	33. Understand civil rights & responsibilities when questioned by the law	
36. Understand recreational values	37. Use recreational facilities in the community	38. Plan and choose activities wisely	39. Plan vacations	
42. Drive a car				
45. Identify emotions	46. Identify needs	47. Understand the physical self		
50. Accept praise	51. Accept criticism	52. Develop confidence in self		
55. Develop respect for the rights and properties of others	56. Recognize authority and follow instructions	57. Recognize personal roles		
60. Establish appropriate heterosexual relationships	61. Know how to establish close relationships			
64. Develop goal seeking behavior	65. Strive toward self actualization			
68. Look at alternatives	69. Anticipate consequences	70. Know where to find good advice		
73. Write at the level needed for future goals	74. Speak adequately for understanding	75. Understand the subtleties of communication		
78. Identify the remunerative aspects of work	79. Understand classification of jobs into different occupational systems	80. Identify occupational opportunities available locally	81. Identify sources of occupational information	
84. Identify occupational aptitudes	85. Identify requirements of appropriate and available jobs	86. Make realistic occupational choices.		
89. Work at a satisfactory rate	90. Accept supervision	91. Recognize the importance of attendance and punctuality	92. Meet demands for quality work	93. Demonstrate occupational safety
96. Demonstrate satisfactory stamina and endurance	97. Demonstrate satisfactory sensory discrimination			
100. Interview for a job	101. Adjust to competitive standards	102. Maintain postschool occupational adjustment		

Note: From *Life Centered Career Education: A Competency Based Approach* (pp. 12–13) by Donn E. Brolin (Ed.), 1986, Reston, VA: The Council for Exceptional Children. Adapted by permission.

1. Introduction

Employment is the cornerstone of an independent life. For handicapped persons, the value of other independent living skills may be diminished if they do not earn an income sufficient to support independent living. We are all well aware of the expense of modern leisure, transportation, and home-living. Of what value is learning to operate home appliances if you can't purchase them or learning to bowl if you lack the lane fee? Participation in the community helps handicapped persons bring the relationship between working successfully and enjoying other activities into focus. In addition, the fact that employment is itself a beneficial activity for handicapped persons has been repeatedly noted. The current initiative to improve the transition of handicapped people from student to worker stems from the recognition of the importance of productive employment for adult life.

There is considerable knowledge about how to teach handicapped persons to carry out work tasks. Research indicates that many handicapped persons can work competitively with performance levels approximating those of nonhandicapped workers (cf. Cuvo, Leaf, & Borakov, 1978; Gold, 1973; Schneider, Rusch, Henderson, & Geske, 1982). Despite these advances, an alarmingly high percentage of handicapped workers fail in competitive employment placements. For some, additional skill at completing work tasks is needed (Martin, Rusch, Lagomarcino, & Chadsey-Rusch, in press). However, many lose their jobs for social reasons, not because of their inability to perform work tasks (Greenspan & Shoultz, 1981; Hill & Wehman, 1979; Wehman, 1981). Work placement officers' reports are replete with accounts of aberrant social behavior of handicapped persons on the job. Just as frequently, these reports describe social deficiencies that concern employers.

SOCIAL PROTOCOLS

We believe that special educators must study, develop, and teach work-related social skills with the same intensity that has characterized work task training. This effort should focus on developing curricula along three dimensions. The first is identifying the social behaviors that are important to work successfully. The second is discriminating the employment contexts in which each of these behaviors would be beneficial or detrimental. The third is extending generalization of behaviors to contextual situations that have not been trained. The term "social protocols of employment" is used to refer to the combination of these three dimensions. A protocol is a code of behavior that defines the standard for appropriateness in a particular situation. Handicapped persons must learn the protocols for appropriate social behavior at work if they are to be successfully employed.

Developers of social skill curricula have been plagued by two persistent problems. First, social development cannot be treated simply as sets of skills that can be taught in isolation from other skills. Rather, social behavior must nearly always be understood within the context of other behaviors (e.g., language, play, work). In mathematics instruction, problems of a particular type can be presented repeatedly until mastery is obtained. However, it is rare that social curricula can be sequenced or taught in such a manner. For instance, when teaching a child to greet others, it would be inappropriate to continuously repeat the instruction when the response is already in the child's

repertoire: "We're going to say hello. When I say hello, you say hello." (Teacher) "Hello." (Child) "Hello."

The second problem is the relationship between the conditions under which a social skill is taught and the conditions in which it must be used. When arithmetic problems are taught with a workbook, they can reasonably be expected to be applied in a checkbook without much additional training. However, social skills are rarely applied by handicapped persons under conditions far removed from those in which they were taught. Of course, some students will apply skills broadly after nearly any condition of learning, but these students typically do not fail in employment. Persons who lose their jobs for social reasons are usually those who need to be trained under conditions which closely match those of the workplace. In other words, work-related social skills should be taught, at least in part, in work settings.

The instructional issues just discussed have profound implications for the role of the high school special vocational teacher or the rehabilitation trainer. Some social skill instruction can occur within the classroom, but to have a practical impact, that instruction must be extended to work settings. The "bottom line" is that vocational teachers must leave the classroom daily to supervise their students in work settings. Moreover, occasional contact isn't likely to be sufficient for students to accept the teacher as the in-work supervisor. The dilemma is that traditionally teachers' responsibilities have been within a school building, even within one classroom. However, effective social vocational instruction requires teaching outside the school or at least outside the classroom. This is not a simple matter because it requires a deviation from normal school staffing patterns. If it is not resolved, however, the impact of this social protocol curriculum will be diminished considerably.

The problem in rehabilitation facilities, such as sheltered workshops, is somewhat different. Because work experiences are common in those facilities and trainers are often supervisors of work, major format changes are not needed. The challenge in these facilities is to provide work experiences that approximate the contextual and working conditions of community employment sites targeted for eventual client placement. If only bench-top assembly-disassembly work conditions are provided, they may be poor approximations of social and work conditions encountered in outside employment facilities.

The design of the social vocational curricula, teaching methods, and evaluation procedures presented in this book address these problems. Evaluation of employment-related social skills should reflect social performance under working conditions. Curriculum design should generate teaching exemplars that are practical to use, yet provide sufficient variation to promote generalization to employment conditions. Teaching methodology must transfer control of the student's social responding to naturally occurring supervisory, coworker, and customer cues that characterize a place of employment.

Research Base

In light of the general consensus that social skills are necessary for successful employment, it is surprising how little research knowledge exists about the specific social behaviors that are needed for employment success or how they are best trained. A number of surveys have been undertaken to identify social skills that are important or relevant for employment (Foss & Peterson, 1981; Johnson & Mithaug, 1978; Mithaug & Hagmeier, 1978; Salzberg, Likins, McConaughy, & Lignugaris/Kraft, 1986), that lead to termination of employment (Greenspan & Shoultz, 1981), or that are serious problems at work (LaGreca, Stone, & Bell, 1982). There has also been observational research (cf. Berkson & Romer, 1980; Romer & Berkson, 1981; Salzberg, Lignugaris/Kraft, & McCuller, in press) directed toward examining social interactions in sheltered workshops. However, these studies focused on identifying affiliative relationships of handicapped persons, regardless of their work status. Researchers are also beginning to investigate training of work-related social skills (Bates, 1980; Warrenfeltz et al., 1981; Kelly, et al., 1984; Breen, Haring, Pitts-Conway, & Gaylord-Ross, 1985; Chadsey-Rusch, Karlan, Riva, & Rusch, 1984).

The social protocol curriculum development and training procedures described in succeeding chapters resulted from a research and development program carried out over a 3-year period. Research included surveys and interviews of employers, observation studies of nonhandicapped and handicapped persons in work settings, studies on training social vocational skills, reviews of materials, and field tests of the resulting social vocational skill training packages. The research activities summarized below should provide a reference point from which to understand the origin of the social protocol employment curriculum.

Identification of Curriculum Targets

Study 1: Sixty work supervisors for entry level workers in restaurants, general service, and manufacturing businesses were surveyed. Supervisors used ratings to indicate how important they felt each of 37 social behaviors were to successful employment, how frequently they occurred, and how satisfied they were with new employees in regard to each behavior. Supervisors

also selected the five social behaviors that were of "most concern" in their decisions to hire, fire, or promote employees. Approximately 25 social behaviors were identified that were of high importance, low satisfaction, and "most concern" (McConaughy, Stowitschek, Salzberg, & Petross, 1985).

Study 2: The same 60 supervisors described one or more specific situations that exemplified the five social behaviors identified as being of "most concern" in major employment decisions. Supervisors also reported how they typically respond to instances in which important desirable social situations were repeatedly mishandled. The interviews provided over 290 descriptions of employment-related social events that could be used in curriculum development and patterns of disciplinary consequences that were associated with various inappropriate social vocational protocols (McConaughy, Stowitschek, Salzberg, & Petross, 1985).

Study 3: Thirty entry level work supervisors and 30 sheltered work supervisors first rank ordered their employees based on the question "Who would you hire first if you were starting your own business? Second?" Next, they rated each worker's competence in regard to each of 27 social-vocational behaviors. It was found that few social behaviors, taken in isolation, were highly correlated with rank orderings of employees. However, some clusters of behaviors (e.g., work-related instructions) were related to the rank orderings (Salzberg, McConaughy, Lignugaris/Kraft, Agran, & Stowitschek, in press; Stowitschek & Salzberg, 1983a).

Study 4: Research has identified many behaviors that appear to be related to the employment success of mentally retarded workers. In this study, competitive employment supervisors who were drawn from five entry-level occupations judged the importance and frequency of 23 work-related social behaviors. Differences were found between the jobs in the relative importance and frequency of some behaviors. Moreover, a set of important core skills was found to be generally applicable across entry-level jobs. The data are discussed in terms of their relevance for developing employment preparation curricula for entry-level workers (Salzberg, Agran, & Lignugaris/Kraft, 1986).

Studies 5, 6, & 7: Mentally retarded and nonhandicapped coworkers were observed during work and during breaks. Three different observation systems yielded information about (a) the frequency and direction of interactions; (b) who initiated the interactions; (c) types of interactions; and (d) the form of the social responses. Information was obtained that described the patterns of social relationships and social behavior in work settings (Lignugaris/Kraft, Rule, Salzberg, & Stowitschek, 1986; Lignugaris/Kraft, Salzberg, Rule, & Stowitschek, in press).

Development of Training and Assessment Procedures

Study 8: The effects of a training program, including self-instructions, on work related social behavior of moderately handicapped persons were explored. Four mentally retarded or behavior disordered clients in a sheltered workshop were trained to use self-instructions in either asking for more work or asking for assistance while working. The training resulted in clients' use of the social behaviors during training, following training, and in their regular work settings (Agran, Salzberg, & Stowitschek, in press).

Study 9: Ten moderately mentally retarded clients in a work activity center were taught to use social amenities ("excuse me," or wait for a pause in conversation before interrupting) during work. A process that included reviewing rules for using social amenities before work and interspersing reminders throughout the work session resulted in significant improvement in clients' use of social amenities during staged incidents. Although moderate changes in behavior were obtained, the group treatment approach was low in effort and time expenditure (Stowitschek, Lignugaris/Kraft, & Salzberg, 1985).

Systematic Review of Social Vocational Instructional Materials

Study 10: Over 145 books, training packages, and other curriculum materials intended to teach social skills to adolescents and young adults were reviewed. Review procedures were patterned after observation protocols used to document children's behavior (Powell & Stowitschek, 1981). That is, reviewers treated each source as a subject of observation and coded the presence or absence of a number of features. The sixteen categories of features were (1) type of material; (2) medium (book, film, etc.); (3) intended age or grade level; (4) handicapping conditions of intended learners; (5) teacher training incorporated; (6) learner prerequisites; (7) type of objectives; (8) instructional time; (9) teacher responses; (10) teaching format; (11) evaluation frequency; (12) type of evaluation; (13) research on field tests; (14) learner activities, (15) skills addressed in program; and (16) provision for generalization. Several programs were identified that were considered to represent "best practice" in teaching social-vocational skills. However, none directly addressed the training of work-related social skills in work settings (Rule, Stowitschek, Salzberg, & Lignugaris/Kraft, 1986).

Study 11: Three social-vocational training packages that addressed instructions at work, assistance at work, and criticism at work were field tested with mentally retarded clients in sheltered workshops.

Workshop supervisors received training that enabled them to implement the social-vocational training packages. As a result, their clients significantly improved in following and clarifying instructions, giving and getting assistance, and responding appropriately to criticism (Stowitschek et al., 1985).

Study 12: The interrater agreement of a social rating and rank ordering assessment was evaluated using 20 pairs of work supervisors and 140 clients in sheltered workshops and work activity centers for developmentally disabled persons. The reference point for the rating and rank ordering procedure was drawn from the results of Study 3. The pairs of supervisors concurrently but independently completed the assessment in reference to groups of from 8 to 15 clients. Interrater reliabilities for the rank ordering procedures were .65 and for the social rating procedure were .86 on items selected (Stowitschek et al., 1985).

The research generated by this project should not be considered comprehensive, nor should it be expected to provide a definitive description of all the social requirements of the work place. However, taken with other research in the literature, it lays a foundation for a social-vocational curriculum development effort.

Curriculum Profile

One important implication from the research is that one social skill curriculum will not fit all employment situations. The most that can reasonably be provided are curriculum guidelines with procedures for tailoring curricula for specific jobs. This premise has shaped the approach to assessment, curriculum, and training presented in this book. Not only do specific social behaviors contribute differently to work success in different jobs, but so do the social contexts (which employee initiated the interaction, what the work activities are, etc.) that control those behaviors. In Chapter 3 an index of social behaviors is presented with contextual situations that are common to many jobs.

2. Assessing Social Skills for Work

Social skills pertaining to employment are difficult to assess. There are problems related to all aspects of assessment: validity, reliability, interpretability. Because many social skills do not have one but literally hundreds of conditions which call for a response to occur or not to occur, one simply cannot present a question or statement as in a test item, obtain a response, and then expect that item to closely reflect what would happen in an employment situation. Each assessment approach that has been discussed in the literature has its advantages and disadvantages, depending upon one's assessment concerns.

ASSESSMENT INSTRUMENTS

Opinionnaire rankings and ratings of workers regarding social skills are relatively simple to use and can be administered for a large number of workers. They are typically reliable only at the upper or lower extremes of a scale and they lack sensitivity to changes in the worker's performance.

Interview procedures, although somewhat more time consuming, are still relatively simple to administer and they can be tailored to the conditions of a particular employment setting. They also lack sensitivity to change. Often, the correspondence between employer's statements of opinions and subsequent actions taken by the employer is low. Because they tend to be somewhat open-ended, it is difficult to obtain consistency in administration.

Direct observations can be used to obtain information regarding an employee's social skills. They can be more sensitive to change in social performance than the other measures discussed. However, they also carry several disadvantages. Direct observations in work and break settings can be highly obtrusive; that is, observer presence can affect the extent and character of social interaction. Direct observation can be highly reliable, but reliability is often difficult to achieve. Finally, because direct observation is time consuming, observation samples are often small and may not represent the range and extent of social behavior exhibited in a work setting.

Role play assessment can be used as one alternative to direct observation in work settings. Its advantage is that the content of what is to be observed can be controlled by the observer or trainer. However, a major disadvantage is that the playing of roles may result in a poor representation of actual work conditions. It is possible to merge some features of direct observation and role play assessment, as can be seen in the assessment procedure described later.

Tests of social competence (e.g., responding to true/false items regarding work related social situations) are simple to administer if the student or client has the necessary language skills. They may be used to determine, on a preliminary level, social skill deficiencies. It is uncertain how reflective this type of assessment may be of social behavior exhibited in work settings.

The reader is referred to a compilation of descriptions of assessment instruments for adolescents and adults entitled *Contemporary Assessment for Mentally Retarded Adolescents and Adults* (Halpern, Lehmann, Irvin, & Heiry, 1982) for more information. Two examples of instruments including provisions for social skill assessment are the *Social and Prevocational Information Battery (SPIB)* (Halpern, Raffeld, Irvin, & Link, 1976) and *SPIB-Form T* (Irvin, Halpern, & Reynolds, 1977).

PURPOSES OF ASSESSMENT

In our reviews of literature and our research on social assessment, two guidelines have evolved. First, whatever assessments of social behavior are used, they must be referenced as closely as possible to work conditions. Second, the employment placement and training specialist (e.g., the teacher) must consider the assessment of social skills on a continuum of approximations toward independent employment, using assessments that are most appropriate for various stages of the continuum. Although a number of different assessment purposes can be identified relative to this continuum, we have identified three major purposes:

1. Identification of candidates and selection of skills for social training (usually interactive purposes).
2. Measurement of effects of training.
3. Determination of employment placement and training.

Figure 2-1 depicts the relationship between assessment purposes and the decisions to be made by employment trainers. The first three assessment modes described above have been selected to represent assessments fitting these three purposes.

FIGURE 2–1
Relationship between assessment purpose and type of assessment

Decisions Made	*Assessment Purpose*
What should be trained? What has been trained? Who to select for placement training?	SCREENING
Is change occurring? Is the person ready?	PROGRESS
What are the job requirements? What does the employer want? Is there a job-employee match?	JOB ANALYSIS

Identification of Candidates and Skills for Social Training (Screening)

This is an initial assessment process which can be used to develop IEP, IHP, or IPP goals and objectives to help prioritize the particular social skills to train and/or to decide which students or clients may already have those skills and may thereby be designated as early candidates for employment placement.

Student Rank Ordering Assessment. This assessment procedure allows the teacher to determine which students may be closest or farthest away from being likely employment placement candidates. The rank ordering form shown in Figure 2-2 shows the results obtained from a teacher who carried out this procedure. Basically, she listed all students in her class from first to last according to the following reference point:

If you had just become the manager of MacDougle's fast food restaurant, which of your students would you be likely to hire first? next? . .continuing to last?

Notice that the question does not single out social skills but pertains to a decision to hire a person based on his or her overall merits (which is what an employer would be most likely to do). This provides the teacher with a general reference point for decisions about how to group students for training, how intensive or extensive the training may have to be with a particular group, and which students may be targeted for employment placement without preplacement training on social skills. Of course, the type of business selected as the reference point may affect the rank ordering. The teacher may also decide to order students using other types of businesses (e.g., building custodial crew) as reference points.

Social Skills Rating Procedure. Following the student rank ordering procedure, the teacher completed the social screening assessment form (Figure 2-3) for each student on the list. The students were rated for each skill based on the question "How skillful would you consider this student to be regarding this social behavior?" In some cases, the student may not have lacked skill, but may have exhibited inappropriate behaviors in situations where that skill was called for. Students listed in the rank order were rated according to their current performance on 27 social skills. The five rating criteria are based on the assumption that the teacher has had sufficient opportunity (several occasions) to observe the students in relevant situations (e.g., a work setting) on the skill being rated:

1 Never uses the skill.
2 Uses the skill on fewer than 50% of the occasions.
3 Uses the skill approximately 50% of the occasions.
4 Uses the skill on more than 50% of the occasions, but not on every occasion.
5 Consistently uses the skill.
n No opportunity to observe the employee on this skill.
na Does not apply to the employee.

Skills that receive a rating of 1, 2, or 3 should be checked and considered as possible targets for training. Figure 2-3 depicts the first page of the social screening

FIGURE 2–2
Example of a rank order of students according to preference for hiring

Employee List (Students)	*Rank Order*
1. John A.	1. Ben H.
2. Shirley B.	2. Jim E.
3. Jackie C.	3. Shellie F.
4. Reston D.	4. Shirley B.
5. Jim E.	5. John A.
6. Shellie F.	6. Reston D.
7. Darrell G.	7. Marilyn I.
8. Ben H.	8. Jackie C.
9. Marilyn I.	9. Darrell G.
10. Dustin L.	10. Dustin L.
11.	11.
12.	12.
13.	13.
14.	14.
15.	15.

assessment completed for one of the students (Reston D.) ranked in the middle of the hiring list (see Appendix A for complete Social Screening Assessment form). This employee (student) is generally pleasant to work around, as evidenced by high ratings in the section on general interaction skills (summarized in Figure 2-4). This feature helps immeasurably in jobs where coworkers interact frequently and work interdependently. The employee (student) also receives high marks on most of the skills that are closely related to work performance, suggesting that, with improvement in other areas, he may prove to be a good candidate for placement.

A number of social skills need improvement, particularly those which, when lacking, can irritate work supervisors: (a) consistently proceeding on a job before knowing how to do it properly (#2, #4, #20), (b) bothering supervisors with trivia (#3a), (c) not passing on information (#5), and (d) not responding appropriately to criticism (#22). These skills should be targeted for instruction with Reston.

The rater should also be concerned about the large number of skills for which there was no opportunity to rate the employee. Opportunities may have to be contrived in order to determine how the employee responds (see the section on progress observations later

FIGURE 2–3
Sample page from a student rating procedure on work-related social skills

Social Screening Assessment

Name of Employee Reston D. *Date* _____

Rater _____ *Job* _____

	Does Not Apply	*Opportunity Not Observed*	*Never Uses the Skill*	*Occasionally Uses the Skill*	*Consistently Uses the Skill*	*Check*
I. Self-Initiating						
1. The employee responds appropriately to job-related emergencies (e.g., injury, fire)	na	(n)	1	2	3 4 5	?
2. The employee gets necessary information or materials prior to performing a job (e.g., checks to see all tools needed for the job are present)	na	n	1	(2)	3 4 5	2
3. The employee works without bothering:						
a. Supervisor	na	n	1	(2)	3 4 5	2
b. Coworkers	na	n	1	2	3 (4) 5	4
c. Customers	na	(n)	1	2	3 4 5	?
d. Strangers	na	(n)	1	2	3 4 5	?
II. Problem-Solving Skills						
4. The employee asks to have unclear instructions explained (e.g., "I'm sorry, I didn't understand the last thing you told me.")	na	n	1	2	(3) 4 5	3
5. The employee refers inquiries or instructions to appropriate personnel (e.g., "Ask Bob—he's in charge of quality control.")	na	n	1	(2)	3 4 5	2

in this chapter). Those skills rated 3, although checked, should be considered low priority for training unless consistent performance of those skills is critical for a targeted job placement. In Reston's case, using social amenities (#14) would be important if he were to be placed in a serving counter position at a fast food restaurant. All items applied to Reston in his school cafeteria serving line job. However, if he were to take a position such as a night stocker in a grocery store, some of the coworker and customer-related items might not apply. The portion of the summary form shown in Figure 2-4 assists the teacher to obtain a profile of social skills across the entire class and to make decisions about grouping students for instruction.

Some notes of caution about the rating and ranking procedure are in order. First, the person completing the rankings and ratings must be quite familiar with the employees (students). There are wide discrepancies in the reliability of ratings such as these when a rater has not been in close contact with the employee (student) under working conditions for more than 3 months. Second, because ratings of this nature lack sensitivity, they should be used in conjunction with other measures, such as direct observation, to verify the findings. Joint use of assessments has an advantage. It can permit the trainer to narrow the range of behaviors to be observed and thus to save time.

Measuring Results of Training (Progress)

Because systematic training must be narrowly focused on a few social skills at a time, so can the assessment of the results of that training. Here is where we think direct observation can be aptly employed with some adjustments to ameliorate the potential disadvantages of direct observation. The following observation procedures have been developed to help compensate for the disadvantages:

FIGURE 2–4
Summary of one student's results from the social skill rating procedure

	Training Priorities					
Skills	*John A*	*Shirley B*	*Jackie C*	*Reston D*	*Jim E*	*Shellie F*
Self Initiating						
1				n		
2				2		
3 a				2		
b				—		
c				n		
d				n		
Problem Solving						
4				3		
5				2		
Instruction Following						
6				—		
7				—		
Interactive/Conversational						
8				—		
9				—		
10				—		
Interaction/Coworkers						
11				—		
12				—		
13				—		
14				3		
Supervisors/Coworkers						
15				3		
16				3		
17				n		
18				1		
19				3		
Work Behavior/Supervisors						
20				—		
21				n		
22				1		
Work Behaviors						
23				n		
24				—		
25				—		
26				—		
27				n		

1. *Observation in work settings.* All observation of social behavior occurs in situations where students are engaged in work or break activities. Real work, rather than role play situations, is used.
2. *Planned incidents.* Incidents during which social behavior should be observed are contrived (set up). Many of the work-related social behaviors either occur at low frequency or do not occur in the presence of observers, which usually makes observation impractical. When incidents calling for a social response to occur are contrived, observations can be conducted in a matter of seconds.
3. *Natural observers.* Observations are conducted either by regular work supervisors or by outside observers who become coworkers. In this way, the obtrusiveness of observation is minimized.
4. *Spaced interval incidents.* The contrived incidents do not occur consecutively. Rather, they are spaced over more natural periods of time in the day and across settings or people. In this way, the occurrence of incidents is less likely to be viewed as "phony" by student-employees.

Observation Protocol. Observations are conducted as sets of probes at spaced points in time during training (e.g., before training begins and at 1-week intervals thereafter). A probe usually consists of three or four planned incidents occurring either on 1 day or

FIGURE 2–5
Example of planned incidents to assess social skill rating item no. 24—Employee continues to work when coworkers grumble or complain

1. *First Day.* The coworker working next to Reston would stop working and begin to complain that the supervisor was not giving her a day off when she asked for it and said that the supervisor isn't fair and that "she isn't going to get much work out of me"—what about you? (2 minutes)

2. *Second Day.* The coworker working next to Reston began to complain about poor pay and short breaks, saying things like "these students aren't helpless. Let's let them serve themselves for a couple of minutes and take it easy." (3 minutes)

3. *Third Day.* A different coworker working close to Reston begins to complain about having to wear a hair net and says "I think they're really stupid, don't you? And they don't make any difference, anyway. As soon as the supervisor is out of sight, let's take 'em off."

for up to 3 consecutive days. The trainer-observer examines the work situation and plans a number of incidents, indicating when in the work day they will occur (see Figure 2-5). Then the observer sets up the incidents, either directly or by asking someone else to participate. The trainer-observer records the results (see Figure 2-6) and then compares the results to an established performance criterion. Typically, a criterion for acceptable demonstration of a skill should be set at three consecutive incidents in which the appropriate social behavior was exhibited. If unplanned incidences occur in which the behavior was called for, they should be considered as bonus situations to the observer and counted as part of the probe set.

More than one behavior may be planned to be "set up" and observed at one time. For instance, in one study (Stowitschek & Salzberg, 1984), social behaviors were observed over a period of several weeks, daily. These behaviors were all social amenities and many required only one incident to be set up and observed (e.g., waiting for a pause in conversation, saying please and thank you).

Example of Observation. As an example of how a teacher may use observation to gain more information on social skills, the screening information for Reston D. is used. One item the teacher circled as not having an opportunity to observe was "the employee continues to work when coworkers grumble or complain." In order to contrive the opportunity to observe Reston's response to this type of situation, the teacher met with his supervisor and a coworker who was not a student, explained about the information she needed, and enlisted their cooperation to "set up" some situations and to observe Reston. The teacher had also selected other behaviors but, for illustrative purposes, the focus here was on one behavior. She then met with Reston and informed him that over the next several days, workers at the cafeteria would be helping to observe his performance at work in order to improve his skills and get ready for work placement. Some of the contrived situations that the teachers and cafeteria workers planned are shown in Figure 2-5.

The coworkers recorded the results of each situation as soon as they were able to leave the work station. The recordings are shown in Figure 2-6. Reston did fairly well on avoiding complaints that had to do with someone else's problems. However, he soon joined in, particularly when it had to do with something that was personally distasteful. Simply agreeing with someone's complaints might not be a problem. Adding fuel to the fire and decreasing work performance can lead to serious problems. Training and further assessment should probably focus on these features of handling coworker's complaints. Incidences to "set up" for assessment can be selected or adapted from the curriculum examples described in Chapter 3.

Contrived observation situations, when all parties are informed and cooperating, can be highly informative. The use of plausible or natural-appearing situations, spaced over time, and actual coworkers as recorders increases the representativeness of the results. Typically, 1 or 2 minutes of actual time is required to complete a "set-up" and observation. Because the information may be quite sensitive in nature, it is important that the trainer not use it as direct feedback to the employee (student), but to design training that focuses on producing desired social responses. In this way, the employee (student) will not form the impression of being "snitched on."

Determination of Placement and Training (On-the-Job Social Analysis)

The ranking, rating, and direct observation procedures described above are suitable for assessing social skills related to school settings and preplacement work activities. One major purpose of social assessment beyond these is to determine the specific social skill requirements of a designated job. The measurement demands are different in this case because the aim is to prevent problems with social skills and to increase the employment success of a placement. Both the occasions for social responding and the social behaviors themselves are particular to the job demands.

The employment placement specialist interested in achieving the best employee-job match carries out a process of job analysis as an initial step. Social analysis procedures have been developed to correspond with the

FIGURE 2–6
Observation record for incidents pertaining to item no. 24—
Employee continues to work when coworkers grumble or complain

	Verbal			Action	
Situation 1	*Neutral*	*Agree*	*Complain*	*Keep working*	*Join in*
Did the student just say something noncommital (neutral), simply agree with it, or add to the complaint?	X				
Did the student keep working at an acceptable level, or did the student slow down or stop working?				X	
Situation 2					
Did the student stay neutral, agree with, or contribute to the complaint?		X	X		
Did the student keep working, or did the student slow down or stop working?				X	
Situation 3					
Did the student stay neutral, agree with, or contribute to the complaint?			X		
Did the student join in with the inappropriate behavior?					X
	Neutral	*Agree*	*Complain*	*Keep working*	*Join in*
Totals	*1*	*1*	*2*	*2*	*1*

overall analysis of job requirements. Two assessment procedures have been devised to assist in analyzing the social requirements of a job: (a) an employer interview and (b) a working observation. The employer interview is the simplest and most readily usable means of determining the social requirements of a particular job. It is also the one most likely to be used by placement specialists. The working observation is a more involved assessment process, but it yields richer information from the perspective of the entering employee. We recommend that, at the minimum, the employer interview be administered and, when possible, be followed by the working observation.

Employer Interview. In the process of negotiating for an employment placement, one of the roles of the placement specialist is to determine the job performance expectations of the employer. This usually begins with a job description (oral or written) which is quite general in nature. The object of this process should be to obtain a concise picture of job requirements; a precision job description is the resulting product (see Figure 2-7 for an example).

Precise information should be obtained on the social requirements of the job. An interview with the employer can yield particular information on the variety of social skills which the employee may need to exhibit, the conditions under which those skills must be exhibited, and the relative importance of those skills to successful performance of the job. It should also produce information on the employer's "pet peeves," inappropriate social and other behaviors that are particular irritants to the employer. The employer interview takes approximately 25 minutes of the total interview time (range 10-35 minutes). Basically, the process involves asking a series of general questions in four different areas and, when one of the areas is indicated as applicable for that job, a series of probe questions for that particular area are then administered to obtain more information.

Conducting a successful interview is not simple. The following guidelines should help in obtaining useful information regarding the social expectations of the job:

Before the Interview

1. Conduct the interview at a convenient time for the employer.
2. Explain to the employer that the interview will enable you to select and train the most appropriate worker for the job.
3. Conduct the interview in a quiet setting. Ask the employer to identify an area in the work setting where there will be as few distractions as possible.
4. Several days before the interview ask the employer if a standard description of the job and/or training materials are available. Review the description and materials to determine if some answers to the questionnaire are already provided. If so, record those on the interview form.

FIGURE 2–7
Completed precision job description

Employer: Brown's Grocery Job Title: Courtesy Clerk

Client: John

Manager/Supervisor

1 Dan Earl

2 Mr. Jackson

Coworkers

1 Carol P. 2 Darrell N.

3 Paul C. 4

Job Description: Bag groceries, greet customers, offer customers assistance with groceries, weigh cans, sweep store, sort bottles, help where needed.

Salary: per hour $3.35/hour per week $33.50

Working Hours

M	T	W	TH	F	S	SU
10a to 12p	10a to 12p	10a to 12p	10a to 12p	10a to 12p	to	to

Notification Procedure Call in before 9:00 am.

Warning Procedure 2 verbal notifications, then 1 week suspension, then firing.

Benefits/Additional Information Health insurance, work incentive program, frequent social activities w/coworkers. Paid weekly, start by October 1.

Daily Job Tasks

	Job Task	*Criterion*	*Done Concurrent with*	*Social Contacts (what, with whom)*
1	Bag groceries	40 sec 50 sec. w/checker passing items	1 or 2	Carol, Darrell, Paul; Acknowledge requests, comply
2	Ask customers if they need assistance	Social skills	1 or 2	Customers; Comply
3	Take groceries to car	Walk behind customers		Customers
4	Load groceries in car	Groceries won't tilt		Customers; Ask where to put groceries, comply
5	Say, "Thank you for shopping at Brown's."	Social skills		Customers

Intermittent Job Tasks

	Job Task	*Criterion*	*Day of Week*	*Day of Month*
1	Wash windows (inside)	1½ hours	Friday (3 weeks)	
2	Wash windows (outside)	2 hours	Friday (1 week)	1st week of month

5. You should present yourself as being competent and well-organized. Therefore, review the questionnaire several times to become familiar with the content prior to the interview.

During the Interview

1. Briefly restate the purpose of the questionnaire. Emphasize the fact that you would like the employer to be as specific as possible. Encourage the employer to ask questions.
2. Questions should be asked as they appear on the form. However, all questions may not be applicable to every interview. Adjust the questions to fit the specific situation.
3. Probe for additional information when necessary (see example in Figure 2-8).

FIGURE 2-8
Sample page from employer interview procedure on work-related social skills

		Options	*Observed*
Interviewer	3. "What work habits do your best employees have that distinguish them from your other employees?"	A. Arrive early; being punctual?	(Interviewer asks) "How about being punctual? Is that important?"
Employer's Response	"Dependability"	"Oh, of course, very important. We like our employees to be here about 5 minutes before their shift, in uniform, ready to go."	
Interviewer	"What do you mean by dependability?		
Employer's Response	"Not only showing up on their scheduled work time, but if I call them, they come right in. No questions asked."		
Interviewer	"Good. Anything else?"		
Employer's Response	"Yes, they stay as long as I need them. In other words, they learn to adjust their life style around work instead of adjusting work into their life style."		
		B. Ask for additional information if don't understand	(Interviewer asks) "Is it helpful if an employee asks for additional information if she doesn't understand something?"

4. Upon completion of the interview, thank the employer for his or her time. Stress how helpful the information will be for selecting and training an employee.

The interview questionnaire consists of three columns. The first column lists 10 questions pertaining to the four areas. Directly under each question a space is provided for the employer's response. If an employer's response appears vague or general, the interviewer should probe for additional information using the options located to the right of each question. Such probing will help pinpoint and clarify the exact social behavior desired by the employer. Figure 2-8 illustrates some responses to general questions and probe questions regarding work habits. A complete copy of the Employer Interview Form can be found in the Appendix. General areas covered in the interview are as follows:

1. *Basic rules* at the work site.
2. *Ideal work behaviors* that the employer considers important.
3. *Problem behaviors* to be avoided on the job.
4. *Interactions* with supervisors, customers, and so forth, that are expected of the employee.

FIGURE 2-9
Results depicting significant interactions that occurred during a working observation

Skill Area	*Occasion for Responding*	*Behaviors/Problems*	*Comments*
I, III, IV	[1] Milk shake machine sticks	Asked coworker for help—	Rarely happens—coworker
		referred to supervisor	too busy to help
III	[2] Manager was kidding me	I kidded him back about	Obviously didn't like
	about my southern accent	his skinny tie	being kidded
II	[3] Customer complained about	I said I would tell	(see below)
	no towels in restroom	manager and did	
III	[4] Manager asked "Why didn't	I said I didn't know	Manager's response: "That's
	you get towels yourself?"	where they were stored	all right the first time, but
			not the next."

Skill Area	*Occasions for Social Responding*	*Social Behaviors?*	(Implications or inferred consequences of the situation)
I. Work Performance	What situation?	Indicate the social behavior involved, *if any*	
II. Public Interactions	Who? When?	*Work Behavior?*	
III. Supervisors' Interactions	(Indicate in one sentence an interaction with you that seemed significant to the job. Indicate interactions that are different from what has already been noted.)	Indicate problems in responding, (i.e., work task performance)	
IV. Coworkers' Interactions		*Problem situations*	
V. Other		Indicate the interactions of others that may impinge on job performance	

In addition to initial job analysis, the employer interview can be used to guide routine status checks after a placement has been made. One problem that is often voiced by placement specialists is that, when they call an employer, or drop by an employment site to check on how their placement is doing, the employer's response to an open question is "he's doing okay, no problem," or "I'll tell you when there's a problem." In many cases, this response is sufficient. However, in other cases, a placement may end up fired, suspended, or otherwise in trouble with the employer between one check and the next, without the employer ever contacting the placement specialist.

Some of these problems could be avoided with a more directed scan of potential problem areas. The employer interview, in a condensed form, may help to get some more specific indications of problems arising. Each check could focus on only one of the four areas to save time. Initial interview information could be used to indicate a problem area to include during necessary check-backs.

Working Observation. The working observation is possibly the most useful tool that employment specialists have found to help them to determine what the employee will encounter once placed on the job. It is a radical departure from typical evaluation procedures and, by its title, requires something more from the placement specialist. Basically, the specialist goes to the potential place of employment and works either a shift or part of a shift (at least 2 hours) exactly as the employee (student) will be expected to work. Supervisors and coworkers assist the specialist to learn to perform the task as they would any employee. This process helps the specialist to determine the job task requirements as well as social requirements. Information on coworker interactions as well as supervisor's contacts can be obtained and used to verify results of the employer interview.

Observations are recorded at eight or more points during the work shift, using a notation form. Recordings are completed either at breaks or at appropriate pauses in the work activity (every 15-30 minutes). Rather than a frequency count of social behaviors, this recording is a notation (30-90 seconds) of the types of interactions considered significant that occurred between the employment specialist and others (e.g., supervisors, coworkers, customers), what the topography of the interaction was, what social or work behavior it related to, and what the implications of the incident were.

The observation record is a *brief* anecdotal notation of the most significant incident that occurred over the preceding 15-30 minutes. The observer should *not* try to record or describe in detail everything that transpired. Doing so might interfere with work and make results difficult to interpret. Figure 2-9 shows the four recordings made by the working observer over 90 minutes of work in a fast food restaurant. Of course, there were many more interactions than are shown. These represent the interactions considered to be significant during each work interval. The working observer's interpretations of these events are that the prospective placement should be given advance notice (a) not to tease or joke excessively around the manager, and (b) to ask the supervisor for help when needed, but not to ask repeatedly for the same kind of assistance. Results of the employer interview and working observation, compared with assessment information on students as potential employees, should help to make appropriate placement selections.

We are by no means presenting the assessment approaches described above as if they can provide a complete assessment picture. We maintain, as in our original premise put forward at the beginning of this chapter, that social assessment is an extremely complex process and the results of any assessment must be considered partial. There are a number of other sources of information which could cancel the results of these assessments. Anecdotal information on a student's history, for instance, could reveal the presence of some aberrant social behavior, albeit at a low rate, that could not be measured by formal assessment, yet could lead to the student being fired from a job. We believe that routine assessment in work situations can help to reduce potential problems relating to the lack of social skills and enhance the chances of a handicapped student's success in employment.

3. The Curriculum Guides

In the preceding chapters, the need for a work-related social skills teaching curriculum was identified. It was pointed out that such a curriculum must be adaptable to the differing social requirements of various types of jobs that handicapped persons may enter. Thus, it appears to be most useful to provide teachers with social protocol guides to help them formulate appropriate instruction. This chapter provides two guides for teaching social-vocational skills. Curriculum Guide 1 is to be used by vocational programs conducted in a school. It is referred to as the Work-at-School Social-Vocational Curriculum Guide (pp. 19 to 27). Procedures for developing in-school work training experiences are described in Chapter 4. Guide 2 is for use at competitive employment sites (pp. 29 to 33). It is referred to as the Competitive Employment Social-Vocational Curriculum Guide.

WHAT IS A CURRICULUM GUIDE?

The guides are *not* a curriculum! Each guide provides examples of important social vocational skills as they apply to situations that might occur in various school-based jobs or in competitive employment sites. Although certain categories of social skills (such as following instructions or requesting assistance) are important in all types of jobs, they may apply differently to different types of jobs and even to different businesses. For example, food service workers and construction workers both get instructions frequently. However, they don't get the same kinds of instructions. Moreover, the instructions differ in the way that they are given and in the social behaviors needed for compliance. The implication of these variations is that no one set of curriculum examples will exactly fit any particular work-at-school or competitive employment situation. Do not attempt to use the examples in the guide exactly as they are presented. Instead, adapt them to fit the specific job circumstances of each student in training. In summary, curriculum guides should be used as a base to tailor a social skills training curriculum for each student individually.

The Work-at-School Curriculum Guide

The core of the curriculum guide is a set of 22 social skills that were identified from research as being important for success of entry-level employees. These skills are listed in the Index of the Work-at-School Curriculum Guide which follows. The 22 social-vocational skills are divided into five categories:

- Instructions at work.
- Information at work.
- Social amenities at work.
- Worker relations.
- A two-item miscellaneous category.

Note that each social-vocational skill has been assigned a code number from S-1 to S-22. There is a specific work-at-school curriculum example for each of the 22 social-vocational skills. The work-at-school examples supply an analysis of each skill and provide an illustration of how it may apply in one of four kinds of work-at-school jobs. The job types include office, custodial, cafeteria, and library.

These types of jobs were chosen for the curriculum guide because they may be created in most middle or high schools. Of course, every school will have other settings that might also provide student jobs. The enclosed list is not intended to limit choices, just to

suggest job-like settings that may be used for social-vocational skill training. The index shows which type of job setting was used to illustrate each social-vocational skill.

Work-at-School Curriculum Examples

Each of the 22 skills is represented in one of the following curriculum examples. The code number of each social-vocational behavior and the category on the example correspond to those on the Index of the Work-at-School Curriculum Guide. The top of each example includes the category, the expanded title of the social-vocational behavior along with its code number, and the description of the job in which it is to be illustrated.

It was noted earlier that descriptions of the social behaviors do not, of themselves, constitute a complete curriculum. The parameters of the work settings in which these behaviors are expected to occur must also be represented. Each work-at-school curriculum example presents three kinds of information. The first kind of information is a description of the events that occasion social responding.

For instance, in the first (S-1) example, the occasion for following instructions is the presentation of an instruction. The example suggests that an instruction can be characterized by its content, by who issues it, and by when it is given. The right side of the example suggests that instructions may be of four types:

- Instructions to perform a task.
- Instructions to give information to other people.
- Instructions to help another person.
- Instructions about how to do a task.

Similarly, the information on the right side of the curriculum example suggests that instructions may be given by a supervisor, a coworker, or a customer. Finally, the example notes that instructions may be given at any time during a work day. In some situations, it may be important to consider who the participants are (e.g., customer) and the time frame (rush hour).

The next category on the curriculum example analyzes the kind of responses that are called for. In the case of following instructions, it is suggested that an appropriate response would include a verbal or gestural indication that the student intends to comply and then actual compliance with the instructions. The final category of information provided by each example describes the focus of the training that should be provided for that particular social-vocational skill. The focus may be discriminating which occasions call for a particular social response or the form of the response. Thus, for following instructions, the training focus should be teaching the student to first acknowledge the instruction and then to comply with it. Research has suggested that these are two of the parameters that define an appropriate instruction-following response at work.

Each of the 22 work-at-school curriculum examples is formatted like the one described above for following instructions. First, the events that occasion responding are analyzed; then, the responses called for by those events are described; and finally, the focus for training is suggested. Each social-vocational skill is illustrated in one of the four work sites (school office, custodial sites, cafeteria, and library). It should be understood that not all the social-vocational skills apply in all the sites. It is the instructor's job to adapt examples that fit the particulars of each work situation. Procedures for accomplishing the necessary adaptations for teaching these skills are presented in Chapter 4.

Work-at-School Curriculum Guide

Index

Category	*Example No./Behavior*	*Office*	*Custodial*	*Cafeteria*	*Library*
Instructions at Work	S-1. Following instructions	✓			
	S-2. Clarifying instructions		✓		
	S-3. Following delayed or multiple instructions			✓	
	S-4. Responding to criticism		✓		
Information at Work	S-5. Giving information to others			✓	
	S-6. Getting information before a job		✓		
	S-7. Referring inquiries or problems		✓		
	S-8. Conversing			✓	
	S-9. Ending conversations at appropriate times	✓			
Social Amenities at Work	S-10. Saying "Please"			✓	
	S-11. Saying "Thank you"			✓	
	S-12. Saying "Excuse me"		✓		
	S-13. Interrupting appropriately			✓	
	S-14. Acknowledging other's remarks		✓		
Worker Relations	S-15. Giving and getting assistance				✓
	S-16. Apologizing when appropriate			✓	
	S-17. Expressing appreciation to coworkers			✓	
	S-18. Not using weak excuses when absent or tardy		✓		
	S-19. Ignoring grumbling or complaining			✓	
	S-20. Not being nosy				✓
Miscellaneous	S-21. Handling friends on the job		✓		
	S-22. Responding to emergencies			✓	

Example S-1

Category: Instructions at Work
Social Behavior: Following Instructions that Require Immediate Attention
Job Description: School office worker—Doing office chores assigned by the school secretary

Occasion for Responding

What instructions?
(a) *Instructions to perform a task* (e.g., "Please make four copies of this letter.")
(b) *Instructions to give information to another person* (e.g., "Go to Mrs. Smith's room and tell her that assembly will be at 1:30.")
(c) *Instructions to help someone else* (e.g., "Before you sort the mail, why don't you show Judy the rounds on picking up attendance slips.")
(d) *Instructions that tell how to do a task* (e.g., "When you use the copy machine, put the page face down.")

Who gives instructions?
(a) Supervisor (the school secretary)
(b) Coworkers
(c) Customers (parents, students)

When? Anytime

Response Called for
(a) Indicate intention to comply (e.g., "OK. I'll do it right now.")
(b) Comply with the instruction

Training Focus
(a) Acknowledge the instruction
(b) Comply with the instruction

Example S-2

Category: Instructions at Work
Social Behavior: Clarifying Ambiguous or Incomplete Instructions
Job Description: Custodial—Sweeping classroom floors and emptying trash containers

Occasion for Responding

What instructions?
(a) *Instructions on work procedures* (e.g., amount of fluid to be squirted on broomhead) (e.g., in regard to emptying trash, supervisor did not say how to reline container)
(b) *Instructions that are incomplete or erroneous*—Broom does not pick up dirt (e.g., sticky substance on floor in one classroom)
(c) *Instructions about unfamiliar topics* (e.g., "Go get me a caliper.")

Who gives instructions?
Supervisor

Response Called for
(a) Ask what is to be done
(b) Comply with the instruction after clarification

Training Focus
(a) Recognize when to seek clarification
(b) Persist in asking until the task is understood
(c) Ask questions before being left alone
(d) Ask questions only when really needed (not to get attention)

Example S-3

Category: Instructions at Work
Social Behavior: Following Delayed, Implied, or Multiple Instructions
Job Description: Cafeteria—Getting the serving line ready

Occasion for Responding

What instructions?
(a) *Instructions for the day* (e.g., "First, get the steam table up to temperature, then do the salad trays; after that, bring out the milk cases, then come and ask me which hot food trays to bring out.")
(b) *Instructions for a new task* (e.g., "When you load the dishwasher, put the plates on the left, the saucers in the back, cups and glasses on top, scrape everything first and rinse it, silverware in the basket. Not plastic in it. OK, got it?")
(c) *Instructions that are understood* (e.g., "After you finish with the serving line, clear off the food prep counter." It is understood that the bowls, etc. should be rinsed and the dishwasher loaded.)

Who gives instructions?
Mainly the supervisor, also coworkers

When?
For (a), occurs before work
For (b), usually occurs at break in work activity
For (c), occurs anytime instructions are given

Response Called for
For (a), repeat the instructions back, seek clarification if needed (e.g., "Let's see now, first you want me to . . .")
For (b), ask for feedback on performance (e.g., "How about watching me while I try some of it?")
For (c), repeat instructions back, asking questions to determine what's understood (e.g., "When I clear off, do I just leave the bowls in the sink until later?")

For all occasions—acknowledging and complying with instructions is a must.

Training Focus
(a) Recognize when to get more information or help
(b) Persist in getting the supervisor to give full instructions

Example S-4

Category: Instructions at Work
Social Behavior: Responding to Criticism
Job Description: Custodial—Vacuuming carpets, cleaning blackboards

Occasion for Responding

What criticism?
(a) *Feedback about how job needs to be done* (e.g., "You need to tighten the screws down.")
(b) *Feedback about what an employee should not do at work* (e.g., "Don't leave the waxer out in the hall when students are around.")
(c) *Criticism about job responsibility* (e.g., "You know our rules about calling in when you can't make it. Why didn't you?")
(See example on weak excuses)

Who?
Supervisors primarily

When?
(a) Usually occurs preceding or following performance of a job task
(b) Occurs during performance of a job task
(c) Typically follows a delay (e.g., the next work day)

Response Called for

(a) Acknowledge the criticism appropriately; (e.g., "OK, I'll do it"; see example on avoiding arguing with supervisors and avoiding weak excuses)
(b) Comply with the intent of the criticism when reasonable (e.g., tightening the screws better)
(c) Ask politely for clarification when the criticism doesn't seem reasonable (e.g., "I guess what I'm doing is wrong. How can I do it better?")

Training Focus

(a) Respond to a range of criticisms friendly to unfriendly (representing what will be encountered with a variety of employment supervisors)
(b) Replace an oppositional (argumentative) response with an acknowledgment (avoiding "blowing up")
(c) Recognize a reasonable criticism

Example S-5

Category: Information at Work
Social Behavior: Giving Job-Related Information to Others
Job Description: School cafeteria—Student unboxes prepared food, puts food on serving counter, passes food out to students and cleans up after lunch

Occasion for Responding

What kinds of information?

(a) *Information requested by customers* (e.g., "Where do I put the tray?")
(b) *Information that is supposed to be provided to customers as part of the job* (e.g., "Only take one milk, please.")
(c) *Information that tells a coworker how to do a task* (e.g., "Separate the silverware from the dishes.")
(d) *Information that the supervisor asks a worker to provide to others* (e.g., "Tell the secretary to announce that 11th grade lunch will be 5 minutes late today.")

Who is information passed on to?

(a) Students eating in cafeteria
(b) Fellow workers (also students)
(c) Others (school secretary)

Where does information come from?

(a) Supervisor
(b) Coworker

When? From 1/2 hour before school lunch time begins to 1/2 hour after lunch time.

Where? School cafeteria—serving line, cafeteria food preparation area, school office.

Response Called for Convey information: (e.g., "Put the trays on top of the serving cart.")

Training Focus

(a) When asked for information, respond quickly, politely, and cheerfully
(b) When giving directions or instructions, give them courteously (e.g., "please")
(c) Remember to pass on delayed instructions
(d) Give complete information

Example S-6

Category: Information at Work
Social Behavior: Getting Necessary Information Before Starting a Job
Job Description: Custodial—Cleaning blackboards and emptying trash

Occasion for Responding

What situations?

(a) *When assigned tasks will be finished before the supervisor's return* (e.g., Blackboards are clear but custodian hasn't returned)
(b) *When information may be needed in the supervisor's absence and a different task must be started* (e.g., the trash burner latch doesn't open readily)

Who? Supervisors, sometimes coworker

When? Before being left alone

Response Called for

(a) Ask what to do when assigned tasks are finished
(b) Ask who to talk to about getting information or assistance

Training Focus

(a) Anticipate when work may be finished early
(b) Ask questions voluntarily
(c) Anticipate possible information needs for a particular job

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Example S-7

Category: Information at Work
Social Behavior: Referring Inquiries or Problems to Others
Job Description: Custodial—Emptying trash from individual cans into dumpster

Occasion for Responding

What inquiries or problems?
(a) *Inquiries or problems generated by a person* (e.g., Student coming down the corridor asks if he can borrow one of the garbage cans to take to his biology class)
(e.g., adult [stranger] asks where he should deliver some materials)
(b) *Problems generated by work situation* (e.g., Door to incinerator room is broken and won't shut properly)

Who inquires or what creates problems?
(a) Customers (student)
(b) Strangers
(c) Coworkers
(d) Supervisors
(e) Problem situations (e.g., broken equipment)

When? Anytime during school day

Response Called for
(a) Make the referral, informing others of a problem: (e.g., Directing student to head custodian, "Why don't you ask Mr. George if it's OK.")
(b) Bring problem to the attention of head custodian (e.g., "Mr. George, the incinerator door won't shut.")

Training Focus
(a) Determine when someone else should respond to an inquiry or problem
(b) Don't "make up" answers
(c) Learn *who* to refer various inquiries to
(d) Be courteous in the process of referring

Example S-8

Category: Information at Work
Social Behavior: Conversing With Coworkers, Supervisors, or Customers
Job Description: School cafeteria—Student is setting up tables with another student

Occasion for Responding

What situations?
(a) *Initiated by others*
Conversation in which job instruction is being given by supervisor or coworker (e.g., supervisor is telling how to set up each table)

Coworker initiates a personal conversation (e.g., "Did you go to the dance Friday night?")

Fellow student worker is explaining the work schedule for the next day

(b) *Self-initiated*
Worker is initiating job-related conversation (e.g., Student comes in to deliver some chairs, is asking where they should be put)

Who converses?
(a) Supervisor
(b) Customers
(c) Coworkers
(d) Worker

When does conversation occur? Anytime

Response Called for
(a) Make eye contact with other individuals
(b) Occasional acknowledgment (by nodding or saying "uh huh") so that other person knows they are being attended to
(c) Speak in a pleasant tone and appropriate volume
(d) Respond in a verbally appropriate way

Training Focus
(a) Body and head orientation to speaker
(b) Maintain correct distance from speaker (not too close)
(c) Acknowledgment
(d) Reiterate critical information

Example S-9

Category: Information at Work
Social Behavior: Ending Conversations at Appropriate Times (e.g., Be quiet and listen, or Be quiet and get back to work)
Job Description: School office—Student is assisting in duplicating, collating, and stapling

Occasion for Responding

What kinds of conversational situations?
(a) *Talking when someone else is talking or trying to talk* (e.g., Secretary is trying to tell student worker how to operate the collating machine)
(b) *Talking when it is time to return to work.* (e.g., It's time to end a break, but a fellow student continues to talk)
(c) *Talking to someone when it interrupts their work.* (e.g., Worker is duplicating a large document and has a lot of work to do. Another worker begins a conversation with her about her boyfriend.)

Who are the other individuals?
(a) Coworkers
(b) Customers (students)
(c) Supervisor

When does this occur?	Anytime, but especially when breaks occur and when employees are working side by side.
Response Called for	(a) Use a concluding statement (e.g., "Sorry to end this conversation, but I have to get back to work now.") (b) Stop conversation and begin work
Training Focus	(a) Quietly listen and acknowledge other person by nodding and saying "uh huh" periodically (b) Recognize when the conversation has gone on too long (c) Polite response to other individual (e.g., "Sorry, but . . .") (d) Statement that tells why he or she must end conversation (e.g., ". . . but I've got to get back to work.") (e) Return to the job task

Example S-10

Category: Social Amenities at Work
Social Behavior: Saying "Please" When Appropriate
Job Description: Cafeteria—Supplying food to the serving line

Occasion for Responding

What situations?	(a) *When the worker needs something from someone* (e.g., "Please give me those trays.") (b) *When the worker needs some information from someone* (e.g., "Could you please tell me what time to get here tomorrow?") (c) *When the worker wants someone to stop doing something* (e.g., "Please don't try to get the food yourself. I'll get it for you.")
Who?	Anyone, coworkers in particular
When?	Anytime
Response Called for	Say "please" along with a request (e.g., "Please hand me the wrench, please tell me what time it is, please don't set your tray there.")
Training Focus	(a) Not to say please indiscriminately or repetitively, but only when it is called for

Example S-11

Category: Social Amenities at Work
Social Behavior: Saying "Thank You" when Appropriate
Job Description: Cafeteria—Collecting lunch tickets and lunch money

Occasion for Responding

What situations?	(a) *When a transaction is completed* (e.g., a student gives you his or her cafeteria card, you punch it and return it to the student) (e.g., A student hands you a bill and you ring up the amount and give change back to the student) (b) *When someone does something for you or gives you information* (e.g., a student picks up a dropped clipboard) (c) *When you are brought some work material* (e.g., a supervisor brings you change for a twenty)
Who?	Customers primarily, but also coworkers or supervisors
When?	Anytime the occasion calls for it
Response Called for	(a) Wait until an interaction is completed (b) Say "Thanks" or "Thank you," possibly along with a statement of what the thanks is for (e.g., "Thanks for helping me out.")
Training Focus	(a) Recognize when an interaction is completed before saying "Thank you." (b) Avoid saying "Thank you" repetitiously (e.g., when someone is working jointly with you on a work task)

Example S-12

Category: Social Amenities at Work
Social Behavior: Saying "Excuse Me" when Appropriate
Job Description: Custodial—Mopping cafeteria floor

Occasion for Responding

What situations?	(a) *When interrupting conversations* (e.g., Worker says "Excuse me" when he must interrupt a supervisor who is talking to another worker) (b) *When interrupting the work of a coworker* (e.g., worker says "Excuse me" when he must briefly interrupt a coworker who is working) (c) *When a worker bumps into another person accidentally* (d) *When a worker must pass directly in front of a person or through a line of people* (e) *When a worker didn't understand what someone said* (e.g., "Excuse me, but I couldn't hear what you just said.")
When?	Anytime

Response Called for Say "Excuse me" immediately after the occasion arises

Training Focus
(a) Recognize when the occasion calls for saying "Excuse me."
(b) Recognize when you need to say "Excuse me" to get someone's attention (e.g., a pause in their conversation, a pause in their work)
(c) Recognize when not to interrupt by saying "Excuse me" (e.g., when it is more important not to interrupt conversation or work)
(d) Recognize when to say "Excuse me" to get someone's attention (e.g., when you need to pass through a line of people)

Example S-13

Category: Social Amenities at Work
Social Behavior: Interrupting Others Appropriately
Job Description: School cafeteria—Clean-up detail; put loose objects from tables in trash, wipe tables and seats

Occasion for Responding

What situations?
(a) *Two or more people talking and employee needs to get information from one* (e.g., supervisor to find out where something is)
(b) *Two or more people talking and employee needs to give information* (e.g., to tell a coworker the supervisor wants him or her)
(c) *Person is busy doing something and the employee needs to give him or her an object* (e.g., coworker is carrying a large tray and the employee needs to hand a wet wipe cloth to him or her)
(d) *Two or more people talking and the employee needs to get something* (e.g., supervisor is talking on the phone, the employee wants some keys)

Who? Supervisors, coworkers, customers

When? Anytime people are occupied so that they may be interrupted

Response Called for
(a) Wait for a pause in conversation or work
(b) Say "Excuse me" and use person's name
(c) Follow through with purpose of contact

Training Focus
(a) Recognize when conversation or work would be adversely interrupted
(b) Recognize appropriate pause in conversation or work

Example S-14

Category: Social Amenities at Work
Social Behavior: Acknowledging Others' Remarks
Job Description: Custodial—Sweeping hallways

Occasion for Responding

What situations?
(a) *When someone thanks you* (e.g., "Thanks for getting that classroom at the end.")
(b) *When someone shows appreciation for something you did* (e.g., "I want you to know how I appreciate your letting me use your pushbroom when mine fell apart.")
(c) *When someone apologizes for something they did* (e.g., a supervisor says "I'm sorry I was so late getting here that you had to get the building keys from the principal.")

Who? Anyone, particularly supervisors and coworkers

When? Anytime

Response Called for Say "You're welcome, Sure, no problem, Glad to do it," etc. (following thank you); say "OK—glad to do it," etc. (following an expression of appreciation); say "That's all right, That's OK, No problem," (following an apology).

Training Focus
(a) The appropriate acknowledgment
(b) Avoid saying something inappropriate such as "Well, it's about time" or ignoring the interchange altogether

Example S-15

Category: Worker Relations
Social Behavior: Giving or Getting Assistance at Work
Job Description: Librarian's assistant—Cleaning library

Occasion for Responding

What kinds of assistance?
(a) *Worker needs help with a task* (e.g., worker needs to move a set of shelves)
(b) *Assistance requested—by a supervisor or coworker* (e.g., librarian asks worker to help her get a large stack of books off the floor and into the sorting bin)
(c) *Worker needs help with a problem situation;* (e.g., the adjustable stamp won't produce a legible date)

Who?
(a) Coworker
(b) Supervisor

When?
(a) When interrupting someone (e.g., "Pardon me, I need to move these books. Would you help me, please?")
(b) When responding to a request, acknowledge request verbally, indicate willingness to help, and then give the need assistance (e.g., "Sure, I'll be glad to help get those books off the floor.")

Response Called for
(a) Recognize when help is needed and offer to help
(b) Get help when the offer is acknowledged or when help is requested
(c) Acknowledge and accept help when it is offered
(d) Ask for help when it is needed

Training Focus
(a) Polite requests—Question (not ordering) tone of voice and language ("*Would* you *please* give me a hand")
(b) Use of social amenities (e.g., please and thank you)
(c) Explain why help is needed if it's not obvious ("All these books need to be moved out of the way by 3:15.")
(d) When giving assistance, do it willingly and pleasantly ("I'd be happy to lend a hand.")

Example S-16

Category: Worker Relations
Social Behavior: Apologizing when Appropriate
Job Description: Cafeteria—Handing out food to students and bringing food items to the serving area

Occasion for Responding

What kinds of events to apologize for?
(a) *Task performance affecting someone else:* (e.g., Worker puts a food item on the student's plate that was not what was asked for)
(b) *Accident* (e.g., worker accidentally bumps into a coworker, who then drops a plate of food)
(c) *A personal oversight* (e.g., "I'm sorry I missed your plate. I didn't see you.")

Who is apologized to?
(a) Student being served
(b) Coworkers on the food line
(c) Cafeteria supervisor

When do apologies occur? Anytime

Response Called for
Response that acknowledges an error, says in some way the equivalent of "I'm sorry"
(a) "Sorry I put those in your tray. I guess I didn't hear you right."
(b) "Sorry, I didn't mean to bump you. Let me help clean up the mess."
(c) "Sorry for the delay. There is another tray of melons being brought up from the kitchen right now."

Training Focus
(a) Acknowledge the error, accident, etc., and accept responsibility for it (e.g., "I'm sorry I was late.")
(b) Offer brief explanation, not an excuse, when that is applicable (e.g., "Mrs. Teach held the class past the bell.")
(c) Make amends, correct the error, try to straighten out the problem when applicable ("Let me clean up this mess.")
(d) State a desire to prevent future occurrences when possible (e.g., "I'll try to be more careful in the future.")

Example S-17

Category: Worker Relations
Social Behavior: Expressing Appreciation to Coworkers
Job Description: Cafeteria—Get lunches ready prior to lunch time

Occasion for Responding

Appreciation for what?
(a) For a job well done
(b) For helping
(c) For a personal kindness

When? Anytime

Who? Coworkers primarily, but also supervisor

Response Called for
Using praise statements and descriptions of how someone has been of help, for example,

for (a), "Jim, you did a great job getting all the containers laid out. It made it really easy for me to fill them."

for (b) "Thanks for giving me a hand with these boxes. I would have been at it for hours without your help."

for (c) "Sue, thanks for covering for me for the last 15 minutes. I was held up in P.E. Maybe I can help you out sometime."

Training Focus

(a) Sincere-sounding expression of appreciation
(b) Not too frequent
(c) Not exaggerated (e.g., "Thanks, that was the nicest thing anyone ever did for me.")
(d) Watch out for back-handed insults posing as compliments (e.g., "Sue, that was *so* much better than you usually do.")

Example S-18

Category: Worker Relations
Social Behavior: Not Using Weak Excuses when Late or Absent from Work
Job Description: Custodial—Waxing floors, cleaning and storing equipment

Occasion for Responding

What situations?

(a) *An incident has occurred preventing or delaying the performance of work;* (e.g., employee was 2 hours late for work and says her car broke down)
(b) *Work tasks were not complete or were performed poorly* (e.g., employee didn't put away floor polish canisters and polish applicator after waxing floors)
(c) *An incident has occurred leading to criticism by the supervisor* (e.g., "Don't worry about catching up on gossip with your friends until after work.")

Who? Supervisors, mainly

When? When the supervisor next sees the employee

Response Called for

Responses to Avoid

(a) Putting undue blame on others (e.g., "My mom didn't get me up in time.")
(b) Putting undue blame on events (e.g., "Assembly started 15 minutes early today, so I couldn't put everything away.")
(c) Fabricated reasons (e.g., "She's my best friend and we had to plan the details of our trip right away or else it would be called off and we couldn't get our parents to drive us and our boy friends would go with some other girls, and I would never ever get a chance to see Twisted Sister again and I would just die.")

Replacement Responses

Admit the problem (e.g., "You're right, I should have gotten my mom to bring me in.")

Resolve to do something about the problem (e.g., "I'll try and remember to leave time to put things away from now on.")

Training Focus

(a) Determine when any excuse would be a weak one
(b) Determine when the frequency or persistence of a problem makes any excuse a weak one
(c) Decide how a problem can be resolved to avoid its recurrence

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Example S-19

Category: Worker Relations
Social Behavior: Ignoring Coworker's Encouragement to Grumble or Complain
Job Description: Preparing food at prep tables, washing serving trays after lunch

Occasion for Responding

What situations?

(a) *A coworker complains about someone else and solicits an employee's input* (e.g., "I don't think he ought to be checking over our shoulder all the time. Do you?")
(b) *An incident occurs that is viewed as unfair by coworkers or the employee* (e.g., supervisor directs the employee to go back and redo some work done poorly by a coworker and another coworker says something like "I don't see why you should have to make up for his mistakes.")

Who? Coworkers as instigators, supervisors as objects (usually)

When? Anytime

Response Called for

(a) *Response to exhibit*—A neutral statement that stops the complaining (e.g., employee says to the coworker "Well, maybe he'll stop looking over our shoulder after we get better at our work" or "Maybe that's his job.") If a situation persists that is considered to be unfair, the employee should go and talk directly to the supervisor about it.
(b) *Responses to avoid*—Agreeing with the coworker and adding "fuel to the fire" by commenting further on the situation (e.g., "No, I'm not going to take that. In fact, I'm going to do just as bad a job as Jimmy did on it in the first place. That'll teach him," or to continue to grumble about a perceived unfair situation behind the supervisor's back without talking to him or her about it.)

Training Focus
(a) Recognize the difference between an offhand negative comment and excessive grumbling or complaining
(b) Recognize when an employee's comments may lead to excessive grumbling or complaining

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Example S-20

Category: Worker Relations
Social Behavior: Not Being Nosy (personally intrusive)
Job Description: Library—Checkout desk

Occasion for Responding

What situations?
(a) *Someone begins to talk about something to do with themselves* (e.g., Coworker talking on the phone within hearing of the student, "Well, the assistant principal can go fly a kite if he thinks I'm going to chaperone this Friday night.")
(b) *Someone asks personal questions of others* (e.g., "Ms. Brown, what do you do for birth control?")

Who is inquired about?
(a) Coworkers
(b) Friends or associates of coworkers
(c) Family of coworker

When?
Anytime, but breaks or lunchtime are most likely

Response Called for
Avoid personal questions

Training Focus
(a) Discriminate (out-of-bounds) topics (e.g., personal areas, sex, religion)

Example S-21

Category: Miscellaneous
Social Behavior: Handling Friends' Interruptions at Work
Job Description: Custodial—Sweeping halls

Occasion for Responding

What situations?
(a) *Friends keep the employee from completing his or her work* (e.g., engaging the employee in lengthy discussions, keeping him or her in one area—hall doesn't get swept in alotted time)
(b) *Friends cause a disruption in the work area* (e.g., two or more friends are tossing objects up and down the hall while yelling back and forth)

Response Called for
Desired responses:
For (a) Politely say "I've got to get back to work, I'll see you later" and getting back to work
For (b) Ask friends to wait in appropriate place (e.g., in their car, outside, out of work area)

Responses to Avoid
For (a) Persisting to interact with friends while not completing work
For (b) Yelling at friends, "Telling them off," etc.

Training Focus
For (a) Recognize the difference between a short social pause and a lengthier pause that disrupts work
For (b) Recognize when friends may be considered disruptive by the supervisor

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Example S-22

Category: Miscellaneous
Social Behavior: Responding to Job-Related Emergencies
Job Description: Cafeteria—Food preparation

Occasion for Responding

What situations?
(a) *Personal injury or safety incidents* (e.g., jars about to fall on someone from a storage shelf)
(b) *Non-personal property damage, waste, or safety incidents* (e.g., toilet is overflowing or leaking)
(c) *Civic/criminal incidents* (e.g., a student [customer] is observed trying to take some equipment, or two customers get into a disruptive argument)

Who?
Typically, coworkers or customers

When?
Anytime employee is in proximity

Response Called for
(a) Ask when hired, what emergencies are to be expected and what to do about them
(b) Handle the situation personally if able (e.g., helping a person to hold and restack jars before they fall)
or
(c) Inform the supervisor or other person in authority either immediately or as soon as possible

Training Focus
(a) Recognize an emergency situation
(b) Determine whether to handle it or tell someone

The Competitive Employment Curriculum Guide

The Competitive Employment Curriculum Guide is intended to aid social-vocational skill training on the job. The same 22 social-vocational skills that were listed in the Work-at-School Guide also provide the basis for the Competitive Employment Curriculum Guide. However, in the Competitive Employment Guide, the examples are embedded in eight scripts that describe ongoing interactions taking place in five different kinds of jobs. The types of jobs—automobile cleaner, cafeteria worker, fast food worker, motel maid, and dishwasher—were selected because they tend to be available in most communities and because they are common sources of entry-level employment for high school youth and young handicapped adults. Each community has a somewhat different employment composition. The jobs listed in this competitive employment guide are not intended to limit choices of employers in any particular community or even to suggest preferences for particular types of employers. Rather, the types of jobs in this guide were included simply because handicapped persons are frequently employed in them. The examples should be easily adaptable to other kinds of jobs. Chapter 4 addresses the process for making these adaptations.

The scripts that constitute the Competitive Employment Curriculum Guide are listed in the index which follows. It may be seen that there are two scripts each for cafeteria workers, dishwashers, and fast food workers. There is one script each for automobile cleaners and motel maids. The index allows the reader to determine where specific types of social-vocational skill training examples are located in the scripts. Social-vocational skills S-1 through S-22 are listed from top to bottom on the left side of the index. The scripts (1 through 8) are indicated along the top of the index. The numbers inside each box indicate the interactions within each script that contain examples of specific social-vocational skills. One way to use the index is to find the social-vocational skills that are exemplified in each script. For example, the Automobile Cleaner Script No. 1 contains seven interaction sequences. Interaction No. 1 contains an example of clarifying instructions and getting information before doing a job. Interaction No. 2 of the Automobile Cleaner's Script has only one social behavior example and that is for giving information to others. Unit 3 has examples for saying please, for acknowledging others' remarks, and for giving and getting assistance.

Another way to use the index is to locate all the examples for a particular social-vocational skill. For example, to find training material for giving and getting assistance, first find "giving and getting assistance" on the left-hand side of the index. It is social-vocational skill number 15 and may be found in the category "worker relations." By looking across the page in row 15, you can see that examples of giving and getting assistance are found in the Auto Cleaner Script, the Cafeteria Worker Script No. 1, the Fast Food Worker Script No. 1, the Dishwasher Script No. 1, and the Dishwasher Script No. 2. Further, the interaction numbers for each script make it easy to locate the particular example. Thus, in the Automobile Cleaner Script, examples for giving and getting assistance are found in interactions 3, 4, and 6.

Competitive Employment Curriculum Examples

After the index, the competitive employment scripts are presented. The social-vocational skills represented within each interaction are noted along with their code numbers on the left side of the example. Interaction numbers are listed in the center. These numbers correspond to those found in the boxes in the Competitive Employment Curriculum Guide Index. The scripted interactions appear on the right side of the example. These include a description of who the speakers are as well as what they say. For example, the last interaction on the Automobile Cleaner Script is Interaction No. 7. In it, the supervisor is telling the worker, Pete, that he wants to look at the schedule and will get back to him. He also thanks Pete for reminding him about the vacation. The behavior codes indicated that this interaction includes an example for "getting necessary information" (S-6), for "saying thank you" (S-11), and for "expressing appreciation" (S-17).

A total of 140 examples is included in the eight scripts in the Competitive Employment Guide that provide some training material appropriate for the 22 social-vocational skills. The competitive employment examples provided in the guide are typical but not comprehensive illustrations of the way that each social-vocational skill applies in each type of job. Naturally, you will need to tailor these examples to the particular situations that exist in the jobs in which your students are placed. Chapter 4 addresses the tailoring process.

Competitive Employment Curriculum Guide

Index

Category	*Example No./Behavior*	*Auto Cleaner (7 Response Units)*	*Cafeteria Worker #1 (13 Response Units)*	*Fast Food Worker #1 (30 Response Units)*	*Motel Maid #1 (7 Response Units)*	*Dishwasher #1 (15 Response Units)*	*Cafeteria Worker #2 (23 Response Units)*	*Fast Food Worker#2 (13 Response Units)*	*Dishwasher #2 (15 Response Units)*
Instructions at Work	S-1. Following instructions		10*, 13	8, 18, 20, 22			11, 17	3	2, 13
	S-2. Clarifying instructions	1		6, 18, 25				8	
	S-3. Following delayed or multiple instructions				1, 3				
	S-4. Responding to criticism			24	2		7, 21		
Information at Work	S-5. Giving information to others	2, 6	11	3, 19, 32	2	5	19	7, 9, 10	4
	S-6. Getting information before a job	1, 7	6, 9	31		4	15		
	S-7. Referring inquiries		7					13	
	S-8. Conversing		1, 2	12, 13, 14	5	7	1, 2, 3	4	
	S-9. Ending conversations at appropriate times		4, 13	15					
Social Amenities at Work	S-10. Saying "Please"	3		9, 26					
	S-11. Saying "Thank you"	5, 6, 7		11, 29		3, 5	14		3, 7
	S-12. Saying "Excuse me"								11, 14
	S-13. Interrupting appropriately						11		
	S-14. Acknowledging other's remarks	3, 5	5, 8, 10	1, 2, 4, 16, 18, 21, 24, 27, 29, 30	3, 4, 6	6, 9	4, 8, 9, 12, 13, 23	3, 6, 11	2, 5, 6, 13
Worker Relations	S-15. Giving and getting assistance	3, 4, 6	9	9, 10, 20		1, 2, 4, 8			5, 12
	S-16. Apologizing when appropriate				3			1, 5	
	S-17. Expressing appreciation to coworkers	5, 6, 7	2	11, 28		5, 8			
	S-18. Not using weak excuses							1, 5	
	S-19. Ignoring grumbling or complaining		13						
	S-20. Not being nosy						5		
Miscellaneous	S-21. Handling friends on the job		9	31, 32					11
	S-22. Responding to emergencies								9

* Refers to the interaction numbers of the Competitive Employment Curriculum Examples

Example: Auto Cleaner No. 1

Behavior Code	Interaction
	[Takes place in a government motor pool in the car wash area]
Clarifying Instructions (S-2) *Getting Necessary Information (S-6)*	1. Auto Cleaner: Pete, you said to do those five cars. Any special order?
Giving Job-Related Information (S-5)	2. Supervisor: Mostly no. Only, do the gray one, #12, first.
Acknowledging (S-14) *Request for Assistance (S-15)* *Social Amenity (S-10)*	3. Auto Cleaner: OK! Would you give me a hand for a second? I've got to back that van out of the way and it's a tight fit. Would you guide me back, please?
Giving Assistance (S-15)	4. Supervisor: Sure! I'll stand off to this side where you can see me and I can see your blind side.
Acknowledging (S-14) *Thank You (S-11)* *Expressing Appreciation (S-17)*	5. Auto Cleaner: OK! Thanks.
	[The van is backed out. Auto Cleaner is returning to the cleaning bay]
Expressing Appreciation (S-17) *Thank You (S-11)* *Giving Job-Related Information (S-5)* *Offering Assistance (S-15)*	6. Auto Cleaner: Thanks for the help. George told me yesterday that he'll be off on vacation next week. Do you want me to increase my work hours to pick up the slack?
Getting Necessary Information (S-6) *Thank You (S-11)* *Expressing Appreciation (S-17)*	7. Supervisor: Let me look at the schedule first. I'll get back to you. Thanks for reminding me about George's vacation.

Example: Cafeteria Kitchen Worker No. 1

Behavior Code	Interaction
	[Workers in the food preparation area of a cafeteria are taking a break]
Conversing (S-8)	1. Worker 1: Jane, how are the kids doing? Are they over the chickenpox yet?
Conversing (S-8) *Expressing Appreciation for Coworker Assistance (S-17)*	2. Worker 2: Yes! Mostly. They still have some scabs but they are not contagious anymore, so I sent them back to school. By the way, thanks for covering for me while I was out with them.
Gossip	3. Worker 1: Did you hear that George got chewed out yesterday for leaving the kitchen a mess?
Ending Conversation and Returning to Work (S-9)	4. Worker 2: Look at the time, we better get busy.
Acknowledging (S-14)	5. Worker 1: Yeah.
	[Back on the job in the kitchen]
Finding Required Information Before Starting a Job (S-6)	6. Worker 1: Did Janet (the supervisor) say how many salads we'll need today?
Referring Inquiry to Someone (S-7)	7. Worker 2: Not to me. Why don't you ask George?
Acknowledging (S-14)	8. Worker 1: OK
	[A worker (Jane) is preparing salads at her work table and goes to the refrigerator to get more vegetables]
Responding to Emergency (S-22) *Requesting Assistance (S-15)* *Getting Necessary Information (S-6)*	9. Jane: Hey! Something's wrong with the fridge. It's not cold. Margaret, call Mr. Harris and find out what to do. In the meantime, I'd better transfer this food to the other refrigerator so it won't spoil.
Acknowledging (S-14) *Following Instructions (S-1)*	10. Margaret: OK!
	[Margaret returns, having called the boss]
Giving Information to Other Employees (S-5)	11. Margaret: Mr. Harris says to call the GE dealer and tell him to get over to fix it. In the meantime, he says we should try to use up as much food from the refrigerator as possible.
Complaining	12. Jane: Why doesn't he call the GE guy himself. We have to do everything around here, don't we?
Ignoring Complaining and Grumbling (S-19) *Giving Instructions (S-1)* *Ending Conversations (S-9)*	13. Margaret: I'll make the phone call. You start on the food.

Example: Fast Food Restaurant Worker No. 1

Behavior Code	Interaction
	[Worker is just arriving at work in the morning]
Social Amenities (S-14)	1. Worker (to group): Hi, how're you doing this A.M.?
Social Amenities (S-14)	2. Coworker: Morning, Sam.

Giving Job-Related Information (S-5)	3. Supervisor: Joe (the manager) says we should set up the salad bar early today. He's expecting an early lunch crowd 'cause of the show opening at the Salt Palace.
Acknowledging (S-14)	4. Coworker: Uh-huh
Instruction	5. Supervisor: Why don't you handle the green vegetables and I'll get the fruit and condiments.
Clarifying Instructions (S-2)	6. Worker: OK! Should I put out both the broccoli and the cauliflower or just one of them?
	7. Supervisor: Let's put them both out.
Following Instructions (S-1)	8. Worker: OK!
	[Just before lunch rush, Sam and Mary are putting out food in the salad bar]
Requesting Assistance (S-15) *Please (S-10)*	9. Mary: Sam, would you please help me move this salad bar table a little further from this post?
Giving Assistance (S-15)	10. Sam: Sure, be glad to.
	[They move the table]
Thank You (S-11) *Showing Appreciation (S-17)*	11. Mary: Thanks, Sam. That thing must weigh a ton.
Conversation (S-8)	12. Sam: It sure does. By the way, are you going to the dance next Friday?
Conversation (S-8)	13. Mary: Maybe.
Conversation (S-8)	14. Sam: How about going with me? I've been wanting to go out with you for a long time, but I thought you were going with Tony. What happened?
Ending Conversation and Getting Back to Work (S-9)	15. Mary: We better get back to work. We can talk later.
Acknowledging (S-14)	16. Sam: Right!
	[After the lunch rush is over]
Giving Instructions	17. Supervisor: Boy, it was busy today. What a mess this place is. Mary, why don't you start on the tables.
Acknowledging (S-14) *Following Instructions (S-1)* *Clarifying Instructions (S-2)*	18. Mary: OK! Do you want me to restock the napkins, ketchup, etc., or just clean them up first?
Giving Job-Related Information (S-5)	19. Supervisor: Just clean up for now. We'll restock later.
Acknowledging Instructions (S-15) *Following Instructions (S-1)*	20. Mary: OK. [Mary goes to clean tables]
Giving Instructions Acknowledging (S-14)	21. Supervisor: Sam, how about you getting the floors?
Following Instructions (S-1)	22. Sam: OK. [Sam goes to start on the floors]
Criticism	23. Supervisor: Sam, you need to start in the back and let Mary stay ahead of you on the tables. Otherwise, she will be messing up your clean floor.
Acknowledging (S-14) *Response to Criticism (S-4)*	24. Sam: OK! Sure! [Sam starts on the floor in the back]
Clarifying instructions (S-2)	25. Sam: Joe, do you want me to mop after I finish sweeping?
Giving Instructions Please (S-10)	26. Supervisor: Yes, please do that.
Acknowledging (S-14)	27. Sam: OK!
	[Mary is cleaning tables, Sam is sweeping floors]
Expressing Appreciation (S-17)	28. Sam: You're doing a great job cleaning those tables, Mary.
Acknowledging (S-14) *Thank You (S-11)*	29. Mary: Thanks: They need it!
Acknowledging (S-14)	30. Sam: Yeah!
	[Sam is taking a break]
Responding to an Emergency (S-22) *Getting Necessary Information (S-6)*	31. Sam: Joe! Joe! There is a flood in the men's room. What should we do?
Giving Job-Related Information (S-5) *Responding to a Job-Related Emergency (S-22)*	32. Joe: Try to contain it with a mop and bucket. I'll call the plumber.

Example: Motel Maid No. 1

Behavior Code	Interaction
Giving Delayed Instructions (S-3) *Criticism*	1. Supervisor: Sue (the maid), today you do the east wing of the third and fourth floors. Don't forget to get down and look under the beds. Yesterday, the guest in room 418 complained that there were a couple of wet towels under the headboard.
Giving Job-Related Information (S-5) *Responding to Criticism (S-4)*	2. Maid: I didn't clean 418 yesterday. Remember—Harriet and I swapped days off so she could take her kid to the doctor.

Apology (S-16) *Social Amenity (S-14)* *Giving Delayed Instruction (S-3)*	3. Supervisor: Oh! That's right, I forgot. Sorry. We're going to start something new today. When you finish each room, put one of these mints on each pillow with one of these cards.
Acknowledging (S-14)	4. Maid: OK! By the way, did Sally tell you about her daughter's breakup with her husband?
Conversing (S-8)	5. Supervisor: No, but why don't you tell me about it during the break?
Acknowledging (S-14)	6. Maid: OK!

Example: Dishwasher No. 1

Behavior Code	Interaction
	[During busy time]
Request for Assistance (S-15)	1. Waitress: Al (the dishwasher), we're running out of cups fast.
Giving Assistance (S-15)	2. Dishwasher: OK, I'll get some out in a minute. They're in the machine now.
Social Amenity (S-11)	3. Waitress: Thanks!
	[Al is bringing in a stack of clean cups]
Offer to Assist (S-15) *Getting Necessary Information (S-6)*	4. Dishwasher: Here's the cups. What other things will you need first?
Giving Job-Related Information (S-5) *Social Amenity (S-11)* *Expressing Appreciation (S-17)*	5. Waitress: Silver, especially forks. Thanks, Al, you're a gem.
Acknowledging (S-14)	6. Dishwasher: OK, coming right up.
	[Lunch rush is ending]
Conversing (S-8)	7. Dishwasher: (laughing) Boy! I bet every dish in the house is dirty.
Offer to Assist (S-15) *Compliment (S-17)*	8. Waitress: Yeah, and look at those tables. How about if I help you collect the dirty dishes? Then we can both clean off the tables and take a break. You deserve one. You were really hustling.
Acknowledging (S-14)	9. Dishwasher: Good idea. Let's do it.

Example: Cafeteria Kitchen Worker No. 2

Behavior Code	Interaction
	[Two coworkers, Harriet and Leah, are working next to one another at a large table cutting up vegetables for salad]
Conversing (S-8)	1. Leah: Harriet, I hear you'll be going on vacation next month.
Conversing (S-8)	2. Harriet: Yes and I'm sure looking forward to it. I'm going on a trip to Florida.
Conversing (S-8)	3. Leah: Isn't that the same time that Bob is taking off? (Bob is Harriet's boyfriend)
Acknowledging (S-14)	4. Harriet: Yes.
Being Nosy (S-12)	5. Leah: Are you and Bob going to Florida together?
Criticism	6. Harriet: That's none of your business!
Responding to Criticism (S-4)	7. Leah: Sorry. I didn't mean anything.
Acknowledging (S-14)	8. Harriet: OK, let's drop it.
Acknowledging (S-14)	9. Leah: OK.
	[A few minutes later]
Instruction	10. Leah: It looks like we're going to be short on tomatoes. Why don't you ask Tom (the Supervisor) what to do.
Following Instructions (S-1)	11. Harriet: OK.
Appropriately Interrupting (S-13)	[Harriet approaches Tom, who is on the phone. Harriet stands in front of the door so that Tom can see she is waiting to see him]
Acknowledging (S-14)	12. Tom: [holding his hand over the mouthpiece of the phone] I'll be with you in a moment, Harriet, as soon as I get off the phone.
Acknowledging (S-14)	13. Harriet: [Nods in response to Tom's remark]
Saying Thanks (S-11)	14. Tom: [hangs up the phone] Thanks for waiting, Harriet. What can I do for you?
Getting Information (S-6)	15. Harriet: We're going to run short on tomatoes. What should we do?
Giving an Instruction	16. Tom: Please call Jim (the produce supplier) and ask if he can deliver a box by 10:00. If not, I guess we'll have to make do.
Following Instruction (S-1)	17. Harriet: OK.
	18. Tom: By the way, did you check the back supply room.

Giving Information (S-5)	19. Harriet: No, I didn't.
Criticism	20. Tom: You should have done that first.
Responding to Criticism (S-4)	21. Harriet: Sorry, I'll do that right now before I call Jim.
Giving an Instruction	22. Tom: Good. Let me know what happens.
Acknowledging (S-14)	23. Harriet: Sure.

Example: Fast Food Restaurant Worker No. 2

Behavior Code	Interaction
	[It is 8:30 a.m. in a fast food restaurant. The breakfast rush is on. June was supposed to be there at 7:30 a.m. She was late three times last week. June rushes in the door and says to Sherry, the manager]
Making Weak Excuses (S-18) *Apologizing (S-16)*	1. June: I'm sorry I'm late. My mother was sick and I had to go to the drugstore for some medicine.
Giving Instructions	2. Sherry: We'll talk later. Right now, get to the grill and relieve Tony so he can clean up some of these tables.
Acknowledging (S-14)	3. June: OK.
Following Instructions (S-1)	[June goes to the grill]
Making Conversation (S-8)	4. Tony: Hi, June. About time you got here.
Apologizing (S-16) *Making Weak Excuses (S-18)*	5. June: Yeah. Sorry I'm late. My car wouldn't start.
Acknowledging (S-14)	6. Tony: Right!
Giving Job-Related Information (S-5)	7. June: Sherry told me to take your place.
Clarifying Instructions (S-2)	8. Tony: You mean right now?
Giving Information (S-5)	9. June: Yeah! I think so.
Giving Job-Related Information (S-5)	10. Tony: OK! Thanks! You'll need to turn the flame down in another couple of minutes and scrape the grease off.
Acknowledging (S-14)	11. June: OK! Thanks! I'll do that.
	[Tony is cleaning up tables when an irate customer starts yelling at him]
	12. Customer: These fries have a fly in them. I won't eat them. I want my money back.
Referring Inquiry to Others (S-7)	13. Tony: Let me get the manager for you.

Example: Dishwasher No. 2

Behavior Code	Interaction
	[Ron, a dishwasher, is picking up dirty dishes from the tables at a restaurant]
Instruction	1. Customer: Son, can I have a glass of water, please?
Acknowledging (S-14) *Following Instructions (S-1)*	2. Ron: Yes sir, I'll tell your waitress.
Social Amenity (S-11)	3. Customer: Thank you.
	[Ron goes over to Rita, a waitress]
Giving Job-Related Information (S-5)	4. Ron: Rita, the man at Table 2 asked for a glass of water.
Acknowledging (S-14) *Requesting Assistance (S-15)*	5. Rita: OK. Hey Ron, I'm really backed up right now. Could you get the water for that guy?
Acknowledging (S-14)	6. Ron: Sure.
Social Amenity (S-14)	7. Rita: Thanks a lot, Ron. You're swell.
	[Ron goes to get a glass of water for the customer] [Ron is once again bussing dirty dishes when a couple of friends of his (Marvin and Burt) come and sit down at a nearby table]
	8. Marvin: Hey, Ron. How are you? Come here. I want to ask you something.
Handling Friends on the Job (S-21)	9. Ron: Hi, Marvin, Burt. Look I'm busy and I'm not supposed to mess around with friends while I'm working. See you later.
	10. Marvin: OK. See you tonight.
	[Ron is carrying a bin of dishes to the back and he hears a crash. When he looks around, he sees that a child has knocked a glass of milk off the table and broken the glass.]
Responding to Job-Related Emergency (S-22) *Social Amenity (S-11)*	11. Ron: Here, let me help you. Excuse me.
	[Ron moves the child's high chair back and begins to clean things away from the mess]
Requesting Assistance (S-15)	12. Ron: Sue, will you get the rag for me, please?
Acknowledging (S-14)	13. Sue: Sure.
Following Instructions (S-1)	[Sue gets the rag] [After everything is cleaned up, Ron is stepping back from the table and bumps into a man who is walking past]
Social Amenity (S-12)	14. Ron: Oh! Excuse me.
	15. Customer: That's OK.

4. Tailoring Social-Vocational Training to Individual Programs

The guiding themes of this book have been that social skills requirements vary from job to job and that training in those social skills must correspond to the requirements of employment. In preceding chapters, the basic relationship of social assessment, curriculum, and training to work have been described. The social-vocational trainer must tailor a program from these elements to fit his or her school program or rehabilitation facility. This final chapter is intended to assist in that task. First, step-by-step procedures for carrying out social skills training in work sites at school are described. Second, social skills training activities for competitive employment placement are presented. The relationship between these training approaches and the assessment, curriculum, and training procedures presented earlier is explained.

PROGRAM COMPOSITION

The first step in designing a program is determining its basic composition. Will it train social skills through work at school; will it train social skills for a specific job placement; or will it provide a combination? Some schools limit their vocational programs exclusively to activities within the school. In these cases, the trainer must ensure that personnel from vocational programs who will later carry out job placement activities, such as vocational rehabilitation counselors, coordinate with the school training program. If the school program includes job placement, then social skills training specific to the competitive employment placements should be planned and carried out.

Our assumptions about the social protocol guides are that they will be used in the context of a comprehensive vocational education program, that social skills training is but one branch of the program. The emphasis is on "comprehensive" because the user must be strongly committed to work experience as an integral part of vocational training and to ensuring that each student's vocational and academic course work supports functional employment-related outcomes.

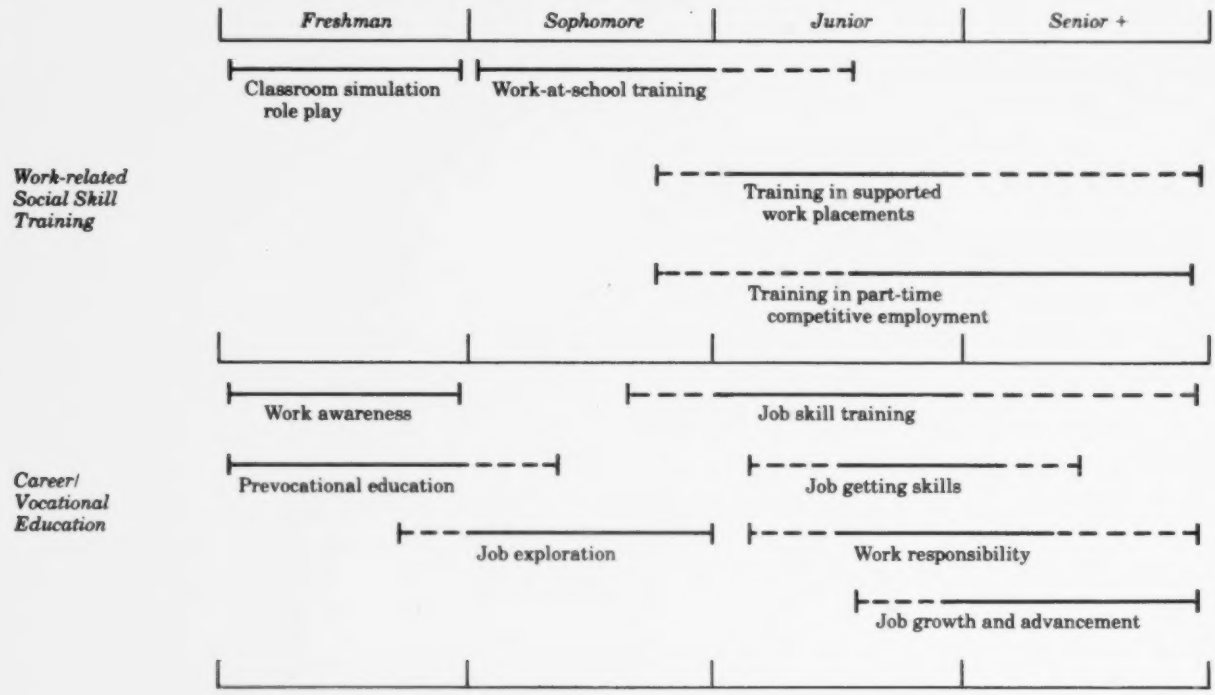
The optimal vocational-educational framework within which the social protocol guides should be used has a continuum of experiences in which didactic instruction and work training interact. In many high schools, special education teachers working as a team influence students' education across 4 or more years of school. Common elements of this continuum and its relationship to the social protocol guides are depicted in Table 4-1. The implication is that high-school special educators who are designing a vocational program should plan work experiences across this continuum and use these experiences as a training ground.

WORK-AT-SCHOOL OR COMPETITIVE EMPLOYMENT TRAINING

The decision to focus training on work-at-school experiences, competitive employment, or both, rests on numerous factors.

1. *Age.* Legal age requirements for employment dictate that young students' experiences be limited to those arranged at school.
2. *Motivation.* A strong desire to work must either be present or developed before employment experiences are considered. Otherwise, loss of jobs due to lack of motivation could seriously damage the credibility of the program.

TABLE 4–1
Possible continuum of work related social skill training corresponding to career/vocational education activities—High school



Key: — = period of major emphasis

3. *Readiness to Perform Jobs.* Competitive employment demands performance at levels of quality and rate equal to other employees. There is some leeway with subsidized jobs but it is advisable that the performance of assigned tasks approximates the levels expected in competitive jobs.
4. *Previous Work Experience.* If students have not had previous work experience or have had unsuccessful experiences, it is advisable, regardless of age, to place them in work-at-school experience at least for a period of evaluation.
5. *Evidence of Lack of Skill.* If a student is slow in performing daily tasks, is socially immature, or lacks basic motor adeptness in other areas of school work, he or she should begin work experience under close supervision in a school program.
6. *Availability of Work Opportunities.* Work experiences within the school depend upon cooperation from other staff. Those essential relationships must be developed and maintained through consistent effort by the teacher. Limited job opportunities in the community for high school students places greater reliance on work-at-school jobs or on subsidized work experiences.
7. *Administrative Support.* The school principal, special education director, other teachers, and parents must understand that work experience entails instruction, not just time out from classes. Although work-study experiences have been accepted in the past, the requirement to provide instruction during that time departs radically from conventional notions of work experience or classroom instruction. Individual education program objectives should reflect work experience training so that credit may be earned toward high school completion requirements.
8. *Release Time.* Following from point number 7, teachers' time must be allocated to develop and use work experiences for vocational training. Initially, considerable time is needed to arrange work experiences at all levels of the continuum. In order for the teacher to provide direct training at work sites, she

or he must be accepted as a daily work supervisor. Otherwise, training may be intrusive in the work setting. An alternative is to work through the regular supervisors and coworkers at the sites. However, that requires considerable consulting and monitoring time and a high degree of collaboration.

Approaches to teaching the social protocol curriculum at school and in competitive employment are presented in the next two sections.

TAILORING SOCIAL SKILL TRAINING FOR WORK-AT-SCHOOL EXPERIENCES

The development of a work-at-school training program has four operations:

1. Setting up work experiences.
2. Selecting students and social skill targets.
3. Preparing training units.
4. Scheduling and conducting training.

Setting up Work Experiences

The purpose and activities of the training program should be explained to school administrators and supervisors of potential work sites. Where interest in participation is expressed, the site of each potential work experience should be obtained from supervisors and workers performing these jobs. In addition to the common work sites in a school (e.g., clerical work in the school office), there are jobs related to the athletic program (e.g., football manager, scorekeeper). However, these jobs are typically seasonal and less closely related to competitive jobs in the community. Considerations for structuring work experiences in the most common work-at-school situations are as follows:

1. *Library.* Helping to replace books on shelves, checking books in and out, delivering and picking up media, cataloging books, and general cleaning are common jobs performed under the supervision of the librarian. Because libraries require a quiet atmosphere and some jobs are solitary, opportunities for social interaction during work are somewhat restricted. Some structuring of the work experience may be necessary in order to create social training opportunities.
2. *Cafeteria.* Jobs include preparing salads and desserts, serving food on the serving line, replenishing food trays (e.g., in the steam tables), bussing tables, collecting lunch tickets and money, washing pots, pans, trays, etc., and general cleanup. These jobs generally involve considerable interaction with coworkers, supervisors, and customers (fellow students). Opportunities for training social skills arise frequently and are relatively simple to set up.
3. *Custodial.* Jobs include emptying trash containers, cleaning blackboards, vacuuming, sweeping, mopping and waxing hallways and rooms, cleaning windows, cleaning sidewalks, picking up trash in parking lots and lawns. If the tasks are accomplished with a work crew, there will be more interaction with supervisors and coworkers than when individuals work alone. If the job occurs during school hours, there will be opportunity for interaction with customers (fellow students and teachers), but some additional opportunities may also have to be structured.

Some high school credit programs such as work-study or work-release must be arranged with school administrators and a grading system must be devised. Five hours per week would be sufficient release time for the minimum work-at-school experience. Although unpaid, the release from regular class activities is usually a sufficient incentive to obtain the students' participation. To protect the setting as a site for work experience for students after it is established and to establish the proper climate with the student, work experience should be treated in all respects as a regular job. That is, responsible, high-performing workers should receive commendations and opportunities for promotions (e.g., to a paid job outside the school), and student-workers who are not reliable or do not attempt to perform as expected should be subjected to the usual disciplinary measures taken by employers (e.g., verbal warnings and reprimands, reduction of working hours, suspension, firing). The need for considerable discussion with all participants on the logistics of the program should be anticipated, as should adjustments to resolve problems in its operation.

Selecting Students and Social Skill Targets

Considerations for selection of students are the willingness of the student to participate in the work, the extent of the social skill training needed, and the acceptance of the student by staff at the work experience site. The student must indicate a strong interest in working and in receiving social skill training while working. This may require a period of trial placement in the work experience site. The assessment procedures described in Chapter 2 may be used to determine students' social skill training needs. Again, trial placement should be considered to facilitate social skill assessment. For instance, after an initial job acclimation period (1 to 3 weeks), the job site supervisor may help by completing a job and social skill rating and rank ordering procedure (see Chapter 2).

Selection of social training targets is based on assessment of students' skill needs, a determination of the skills that can be trained in a work experience site

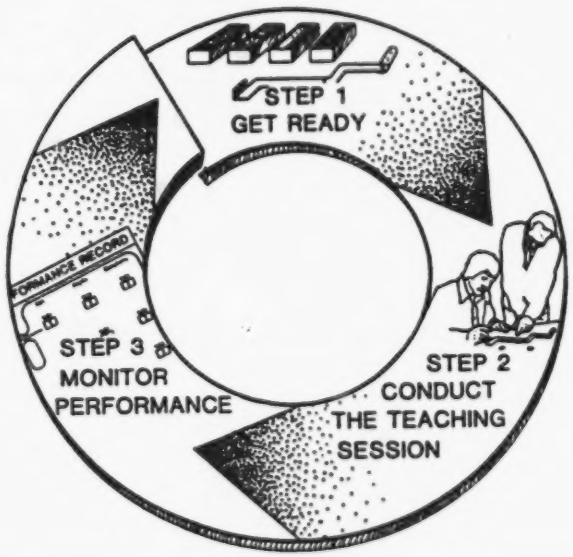
(opportunity for their occurrence) and the feasibility of carrying out systematic training of those skills at that site. The reader is referred to Chapter 2 for a description of social-vocational assessment procedures. The work-at-school curriculum examples provided in Chapter 3 can be used as a guide to determine whether particular social skills may be trained at a work experience site. If the "occasions for responding" listed in the examples closely resemble those occurring in the work site under consideration, it will be possible to devise sufficient training opportunities at that site. Training feasibility hinges on whether the teacher can either serve as a work supervisor or prepare other staff to conduct the training. The latter may be problematic because the fidelity with which training procedures can be maintained indirectly is limited.

Preparing Training Units

This section includes, first, an illustration of how a teaching module for following instructions was designed and, second, a description of how the same teaching strategy may be adapted for other curriculum targets.

On-the-Job Social Skill Teaching Strategy. The teaching strategy consists of three operations: getting ready to teach, conducting sessions, and monitoring performance (see Figure 4-1).

FIGURE 4-1
Social-vocational teaching module steps



1. *Getting ready to teach.* The teacher prepares written descriptions of what will be said and done to provide teaching examples for targeted social skills. The teacher also plans the schedule for "set-ups" that use the examples.
2. *Conducting the teaching sessions.* The teacher presents teaching examples to the student and uses prescribed teaching techniques to teach correct responses and to correct errors.
3. *Monitoring performance.* The teacher completes a performance record, summarizes results of teaching, determines whether mastery has occurred and makes a decision about further instruction.

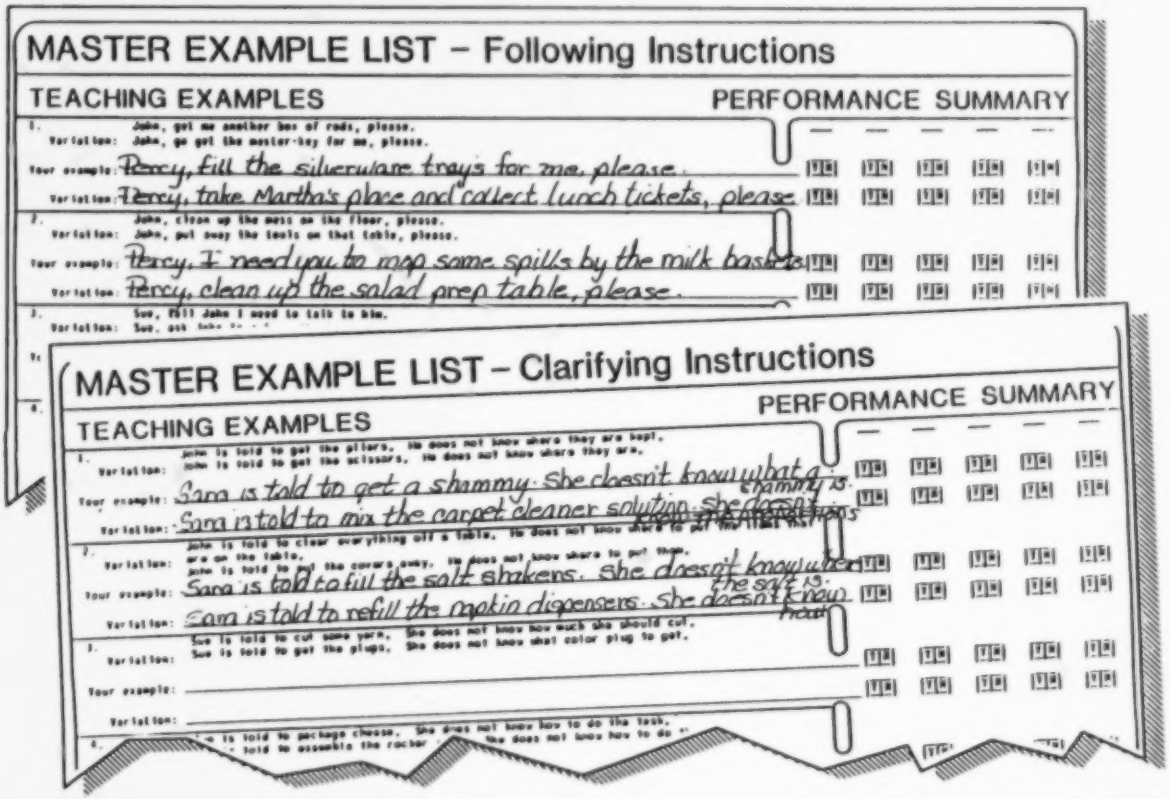
Each of these operations is described below in reference to two objectives: (1) to teach individuals to follow instructions; and (2) to teach individuals to seek clarification for instructions that they do not understand. Following instructions requires verbal indication that the instruction will be followed and actual compliance with the instruction. Seeking clarification also has two behavioral components—asking for clarification and complying with the clarified instruction.

Getting Ready to Teach: In this illustrative module, two master example lists are provided for preparing "set-ups" (Figure 4-2), one for each of the two objectives. These cards contain model teaching examples as guides, spaces for developing your own examples, and a place to write variations on those examples. The model examples are for jobs that involve assembly and other bench activities. Figure 4-2 shows several teacher-developed examples, one for a student working in a school cafeteria and the other for a student working in a school custodial work training activity. The Master Example List contains the full array from which the teacher selects examples for daily training. An average of 15-20 minutes is needed to prepare one card.

A teaching example consists of an instruction that calls for the student to fulfill a simple task. To teach clarifying instructions, the teacher gives an instruction that the student will not understand or will not be able to complete without getting further information (a "set-up"). For example, the teacher might place a tool unfamiliar to the student in a crowded tool drawer and say to the student, "Sam, bring me the caliper from the tool drawer."

The last *get ready* step is to copy from four to six of the prepared teaching examples onto the Daily Training Guide (Figure 4-3). The same example should not be used more than once on the same day. In fact, if possible, different examples should also be used on successive teaching days. Before beginning the lesson, the teacher should review the teaching plan with the student and explain why the skills to be taught are important for employment.

FIGURE 4-2
Portions of master example lists used in the teaching module


MASTER EXAMPLE LIST – Following Instructions
TEACHING EXAMPLES
PERFORMANCE SUMMARY
Your example: Percy, fill the silverware trays for me, please.
Variation: Percy, take Martha's place and collect lunch tickets, please.
Your example: Percy, I need you to mop some spills by the milk baskets.
Variation: Percy, clean up the salad prep table, please.
MASTER EXAMPLE LIST – Clarifying Instructions
TEACHING EXAMPLES
PERFORMANCE SUMMARY
Your example: Sara is told to get a shammy. She doesn't know what a shammy is.
Variation: Sara is told to mix the carpet cleaner solution. She doesn't
Your example: Sara is told to fill the salt shakers. She doesn't know when the salt is.
Variation: Sara is told to refill the napkin dispensers. She doesn't know how

Conducting the teaching session: There are four activities in conducting sessions: (1) presenting the teaching examples, (2) waiting for a student-worker response, (3) praising correct responses, and (4) correcting incorrect responses. Teaching examples or "set-ups" should be distributed across the work day, at least 15 minutes apart in order to approximate natural conditions of occurrence. Collecting the necessary materials and setting up teaching examples should be accomplished before work.

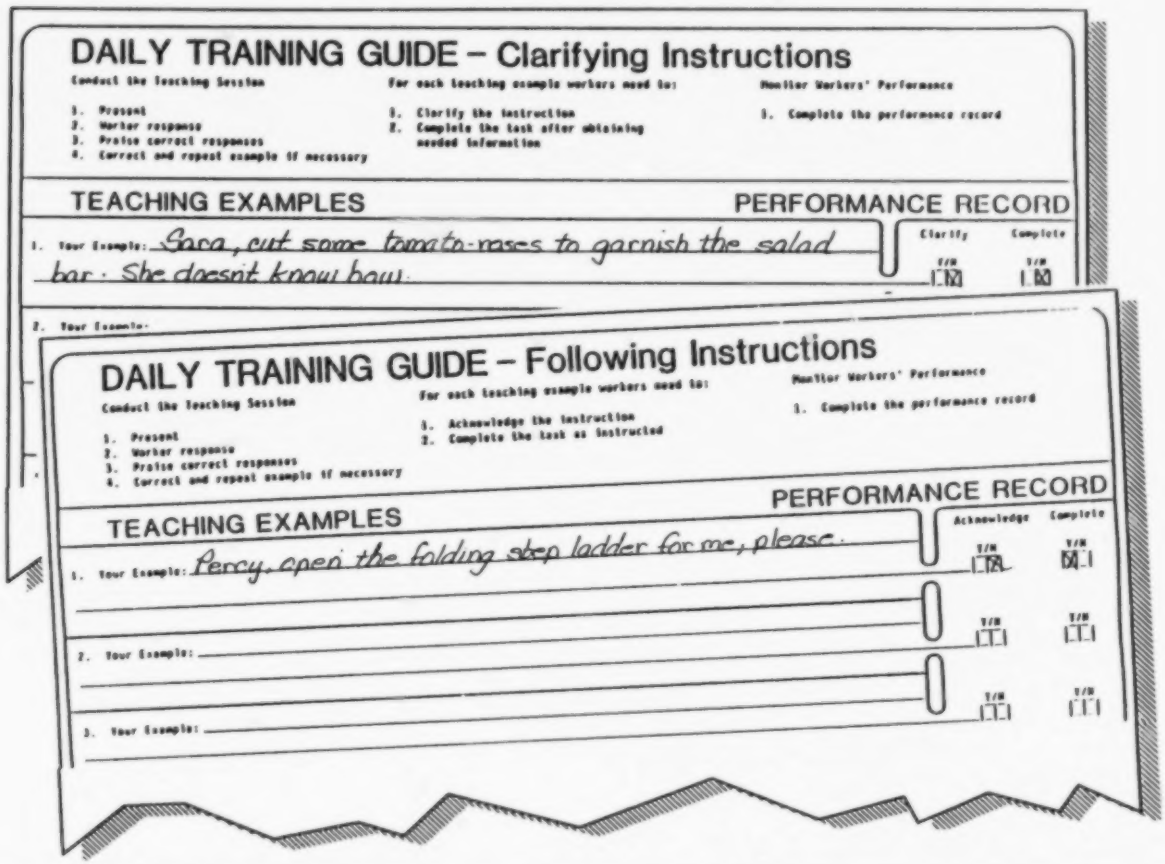
When a "set-up" for a teaching example is presented, the teacher should wait a reasonable amount of time for the student to respond. Correct responses should be praised with statements that stress the behaviors of concern, such as, "Sally, you are remembering to ask when my instructions aren't clear, I really like that." or "Sally, you did that right away when I asked you to get the napkins. Thank you!"

Incorrect responses should be corrected. First, tell the student what needs to be done and explain why it is important. Second, have the student repeat what should be done. Finally, repeat the instruction and have the student acknowledge and comply with it. The object is to make sure the student responds correctly and is praised for it. If a student is having trouble acknowledging or clarifying instructions, teach that first. After the student acknowledges or clarifies correctly, then teach compliance.

If the correction procedure is not producing the desired response, switch roles with the student and demonstrate the correct response (i.e., acknowledging, clarifying, and complying).

Monitoring performance: Monitoring consists of: (1) recording the trainee's response to teach teaching example, (2) summarizing performance across teaching examples, (3) determining skill master, and (4) making a program decision.

FIGURE 4-3
Portions of daily training guides used in the teaching module


DAILY TRAINING GUIDE – Clarifying Instructions
Conduct the Teaching Session
1. Present
2. Worker response
3. Praise correct responses
4. Correct and repeat example if necessary
For each teaching example workers need to:
1. Clarify the instruction
2. Complete the task after obtaining needed information
Monitor Workers' Performance
1. Complete the performance record
TEACHING EXAMPLES
PERFORMANCE RECORD
1. Your Example: Saca, cut some tomato roses to garnish the salad bar. She doesn't know how.
Clarify
Complete
DAILY TRAINING GUIDE – Following Instructions
Conduct the Teaching Session
1. Present
2. Worker response
3. Praise correct responses
4. Correct and repeat example if necessary
For each teaching example workers need to:
1. Acknowledge the instruction
2. Complete the task as instructed
Monitor Workers' Performance
1. Complete the performance record
TEACHING EXAMPLES
PERFORMANCE RECORD
1. Your Example: Percy, open the folding step ladder for me, please.
Acknowledge
Complete
2. Your Example:
3. Your Example:

1. *Record performance.* The right side of the Daily Training Guide in the illustrative module (see Figure 4-3) has a section labeled Performance Record. Two sets of yes/no boxes are supplied for each teaching example. The first set is to record whether the student acknowledged or sought clarification of an instruction. The second box is to record whether or not the student complied with the instruction.
2. *Summarize performance.* After a daily lesson is completed and examples are presented, the results are summarized on the performance summary section of the Master Example List (see Figure 4-2). There is a blank space at the top of each column for recording the date of each lesson. Each set of yes/no boxes pertains to that day's results for a particular example used. *Yes* is checked only when the student correctly followed the instruction. *No* is checked when the instruction was performed incompletely or incorrectly. The number of *yes's* checked for each day is tallied and divided by the number of examples presented. For example, let us say on January 15, there were four examples presented of which one was responded to correctly. The percentage of correct responses (1 out of 4 or 25%) is calculated and written below that day's yes/no boxes.
3. *Determine skill mastery.* We have used a minimum criterion of 80% correct responses over at least 2 consecutive days to indicate mastery of a skill. A standard criterion permits the teacher to make program decisions reliably.
4. *Make a program decision.* When the mastery criterion is reached on a social skill, instruction should be directed to a new one. If no progress is being made over 4 days, a more intensive teaching strategy such as modeling and/or a stronger set of consequences should be tried.

FIGURE 4–4
Example of a tailored lesson plan for training two social skills in a school cafeteria

Student Reston D. Social S-13 Not interrupting others Work Station Cafeteria Serving Line

Lesson Day Monday, Oct. 12 Skills S-12 Saying excuse me Trainer(s) Supervisor - Mary D.

Occasion for Responding	Social Response	Response Occurred	Training Procedure
1. Mary D. is showing another worker how to operate the can opener. Reston is asked (by John) to get the storeroom keys from her.	Wait for a pause or acknowledgement	Y ☐ N ☒	Praise "thanks for waiting." Instruct him to wait then praise him when he does.
2. (part of 1)	Say "excuse me" (or something comparable)	Y ☐ N ☒	Commend him for saying it. Remind him by asking him what to say, have him try again.
3. Mary D. is talking on the phone. A coworker (John) asks Reston to tell her she is needed at the serving line.	Wait for a pause or acknowledgement	Y ☒ N ☐	Commend him - "You're getting much more patient, Reston." Instruct him on what he is to do, have him try again.
4. (part of 3)	Say "Excuse me."	Y ☐ N ☒	Praise him "You remembered the excuse me." Drop the reminder, but tell him to try again.
5.		Y ☐ N ☐	

Behavior S-13 Number Correct 1/2 Behavior S-12 Number Correct 0/2

Adapting Teaching Strategies. The teaching examples described in Chapter 3 may be tailored to the particular work experiences and instructional needs of the students. When those examples are a close fit, little tailoring will be needed other than to change the materials and participants' names.

Figure 4-4 shows a lesson plan that was drawn from the work-at-school curriculum examples of Chapter 3 and written on the planning form. Two ways to use the lesson plan form are: (1) to intermix teaching examples for two or more different social skills being trained concurrently (as in Figure 4-4 or (2) to use one form for each different social skill and draw examples from both of those forms for the same day's lesson. Interpretation of results is simpler using the second option. The teaching examples shown in Figure 4-4 are adapted from the S-13 and S-12 curriculum examples described in Chapter 3. The trainer completed the plan as follows:

1. *Occasions for responding.* Two types of occasions which most closely match the training situation (d and b) were selected. The trainer thought of the things that she often does as a work supervisor (demonstrating equipment use and talking on the phone) where interruptions may occur, and then identified plausible things a coworker (confederate) might ask Reston to do that require him to interrupt.
2. *Social responses.* The desired social response was indicated with adjustments to account for differences in Reston's verbal mannerisms.
3. *Response occurred?* This column was left blank during planning and later used to record the results of the teaching session. The "YES" (Y) box was

checked only if Reston emitted the desired social response on the first attempt without reminders, directions, or models. The "NO" (N) box was marked if Reston did not emit the social response on the first attempt, regardless of his response following corrective actions by the trainer.

4. *Training procedure.* This is simply a brief note indicating which training procedure (described in detail below) will be used when the response does or does not occur. This part of the lesson plan is completed in advance.

Usually, several lesson plans are prepared at once so that the trainer has a pool of examples to draw from. The number of examples needed will vary depending on the student's progress. At least six to eight different examples for a given social behavior should be prepared in advance. They may be reused, substituting differing objects, requests, and so forth, as long as they are not repeated on the same day.

Scheduling and Conducting Training

Once the occasions for social responding have been "set up," the trainer's actions (correcting or commending the student) depend upon the student's response to the "set-up." Some suggested training options are as follows:

Correct Responses. Reinforcement should be the primary trainer response when the student emits the desired social behavior. Thus, it is important for the trainer to have determined what is reinforcing for the student. Praise is one likely reinforcer. However, care must be taken to praise in a manner that is natural to the work situation and not likely to be perceived by the student as "phony." Other reinforcers such as privileges, longer breaks, or a student-selected activity may be arranged if praise alone does not appear to be sufficient. If delayed reinforcers are used, the student must be made aware of the contingent relationship between them and his or her social responding.

Incorrect Responses. When the student's response is incorrect, he or she should be taught the desired response. All teaching examples should end with the student emitting correct responses and being reinforced. Some commonly effective correction procedures are described as follows:

- *Reminders.* Questions or suggestions which do not specify the response may help the student recall it (e.g., "What are you supposed to do when someone needs help?"). In some cases, a pause in interaction may prompt the student to respond (e.g., "Let's try that again").
- *Instructions.* Instructions may specify the conditions that call for a social response and the response itself (e.g., "When I tell you to do your work faster, you need to let me know you heard me; say OK or something like that.").
- *Models.* The trainer shows the desired response to the student. In many cases, the occasion for responding is included in the demonstration (e.g., "This time, I'll pretend I'm you while you ask me to get the can of spot remover.").
- *Physical Prompts.* In some cases, a student may need to be physically assisted to perform a skill. This type of assistance is most often given with a work task that accompanies social interaction (e.g., "If a fire starts, you need to yell for help and use this fire extinguisher. Hold on to this part of the handle with me. Feel how it has to be pushed down and turned at the same time?")

Training continues until performance of a skill occurs consistently without prompts. Occasionally "set-ups" should be arranged after training has been discontinued to check maintenance of the skill.

TRAINING IN COMPETITIVE EMPLOYMENT SITES

School is a convenient place to teach some important social skills to handicapped students initially. However, there is no guarantee that skills taught at school will be appropriately used when a student begins employment. First, skills learned in one place do not necessarily generalize to other places. Second, social appropriateness requires that behavior be related to a context. Because social contexts vary from one business to the next, they cannot be entirely reproduced or simulated in a school training site. Conducting training at a competitive job site precludes problems of generalization and context.

Training social skills in a competitive employment site, however, presents another set of difficulties. First, a student must have minimally proficient social skills prior to job placement. Individuals without basic interaction skills, who don't follow simple instructions, or who are verbally offensive will not remain on the job long enough for training to take effect. Second, in a competitive employment site, trainers cannot control the environment as they can in school. Usually, the structure and schedule of activities in competitive jobs are mandated by business considerations and there is often little latitude for adjustment. In contrast, work-at-school jobs may be substantially structured by the teacher to meet the training needs of the student. Finally, competitive jobs generally limit the opportunity to provide intensive or extensive on-site social skill training. Rarely will there be sufficient time or personnel to provide extensive on-site training. More-

over, intensive on-the-job training may interfere with productivity for the student or his/her coworkers.

In summary, on-the-job social-vocational skill training is a trade-off compared with school-based training. Training processes must be fitted to the operating procedures of the business and will, thus, be limited in scope and intensity. However, when the students learn social skills on the job, those skills will be in context, precluding the need for generalization training. The remainder of this chapter addresses problems in on-the-job social skill development and discusses methods for their solution. It is organized in four sections:

1. Preparing for training.
2. Two strategies for solving social skill problems at work.
3. Examples of competitive employment problem solving.
4. A final consideration about training.

Preparing for Training

In order to begin competitive employment training, staff need to be made available, the social protocols required by the job must be identified, and students need to be selected and placed in competitive jobs.

Training Staff. A successful competitive employment program for handicapped youth requires extensive effort prior to job placement and during the initial period following placement. Work-study and cooperative education programs have been well established in many secondary school programs. In these programs, school personnel have typically selected and prepared students for work, found jobs and provided follow-up counseling. However, school personnel have not usually provided on-the-job training. A job training program for handicapped youth, especially youth with social skill deficits, will require personnel who stay at the employment site each day and provide training and support until the handicapped student learns the job. The remarks earlier in this chapter regarding the need for administrative support and release time apply even more to competitive employment programs than to work-at-school programs. In fact, a competitive employment training program will, at a minimum, require a staff member who can devote 50% of his or her time to on-the-job training (excluding the time devoted to finding jobs and counseling).

Identifying the Social Skills Required by the Job. Before student placement in a job, the staff member responsible for training needs to learn the job and identify the essential social protocols. The most thorough method is for the staff member to do the job. These procedures are described in Chapter 2. During this period, the trainer has the opportunity to become acquainted with supervisors and with coworkers who might be in a position to offer assistance or advice to the student when he or she is placed on the job, as well as to learn the task and social dimensions of the job. Finally, by observing the work situation and interviewing the supervisor, the trainer should discover the minimum social skill proficiency levels that would be tolerated in an entering employee as well as the special concerns (pet peeves) of the supervisor. The skill thresholds that are identified should serve as a base for screening students for placement and for determining social skill training priorities.

Selecting and Placing Students. Primary considerations for selecting students for competitive employment (e.g., age, motivation, task proficiency, prior experience) were discussed at the beginning of this chapter. In addition, it is critical that parents or guardians be involved in the decision for their child to participate in a competitive employment program. Without their support, the long term employment success of the student is doubtful.

One of the most challenging aspects of maintaining a competitive employment training program is securing an adequate number and variety of employers who are willing to provide part-time jobs for entry-level handicapped youth. The surest way to lose an employer is to place a student who lacks the minimum competence required by the job, who is verbally offensive to others, or who is frequently late or absent for work. For this reason students need to be carefully screened. A history of regular and punctual attendance in school is particularly important. Students with spotty records should be required to demonstrate reliable attendance for at least one month as a prerequisite to job placement. A work-at-school program would provide an opportunity to screen students for the competitive employment program as well as to train necessary skills.

The efficiency of an employment training program will be enhanced if a large enough variety of jobs is available to allow students' interests and skills to be matched to job placement. For example, some students will strongly prefer clean, weatherized environments as in office jobs or retail stores; others would rather be outside as in jobs related to construction or landscaping. Similarly, some students will perform better on jobs that require physical exertion such as warehouse work while others will lack the strength and endurance for those jobs. It is especially important for current purposes to note that there is an enormous variation in the required social protocols for different jobs. For example, some language commonly used by construction workers would be offensive in a beauty salon. It is also important to note that construction workers

give instructions and critical feedback differently (more brusquely) than would be typical in an office job. While it is possible to teach new social repertoires to students to fit their job placements, the task will be easier and the probability of success greater if students can be matched to jobs on the basis of social skills and environmental and work preferences.

Identifying Job Related Social Skill Problems. Chapter 2 presented an overview of procedures used to evaluate a student's job-related social skills. After employer interviews and working observations (see pp. 10-15) have been used to identify specific social protocols required by a particular job, the student should be assessed relative to these.

To the extent possible, evaluation of required social skills should occur prior to job placement. If a work-at-school program is in operation, the index of competitive employment examples may be used to set up incidences of social protocols that closely parallel those required at the intended competitive employment site. If there is no work-at-school program, role play assessments may be conducted. When serious social deficits become apparent in these assessments, skill training should be conducted prior to job placement using the procedures described earlier in this chapter in conjunction with the competitive employment examples provided in Chapter 3. However, because it is impossible to exactly reproduce the work environment, a student's social skills will have to be reassessed when he or she is placed on the job. This is done initially through observations by the job training specialist (see Chapter 2) and subsequently by observation (e.g., coworkers) in the work place and by ratings and interviews of the work supervisor. As a student's deficits relative to the demands of the job are discovered, it will become apparent that different problems require different kinds of solutions. The following section describes two strategies for addressing social problems at work.

Two Strategies for Solving Social Skill Problems at Work

When a gap exists between an individual's skills and the requirements of a job, the employment specialist may broach the situation from two directions. One is to alter the job to minimize the need for the skills that are deficient (the accommodation approach). The other is to teach skills that are deficient (the training approach). In fact, successful employment programs for handicapped individuals employ both strategies.

Strategy 1: Accommodations by Business. Businesses can make accommodations for employees who lack some specific skills. Jobs can be altered to eliminate specific tasks that present difficulties, to minimize social demands, and to increase the amount of supervision. While businesses vary in their willingness to accommodate handicapped individuals, there are reasons that many will accept to alter job responsibilities. Sometimes an employer will make an accommodation out of a desire to help a handicapped person. Sometimes economic considerations may also weigh in the decision. Brickey and Campbell (1981) reported on mentally retarded workers who achieved employment through a highly successful program sponsored by the McDonald's Corporation. Narrowing job responsibilities to fit skill limitations was fundamental to the program. Some individuals were limited to cleaning the grounds and sidewalks, other participated in many facets of food service including cleaning, stocking, and food preparation. Many handicapped workers who started with few tasks gradually took on new responsibilities over time.

Another example of a business accommodating a handicapped worker came from a model training program preparing developmentally disabled adults to work as automobile cleaners for auto rental agencies or auto dealers. One trainee had mastered the cleaning skills but was having difficulty obtaining employment because he lacked driving skills that are typically required. An employer who had initially refused him a job later hired him because, in his words, "We're tired of putting up with employees who turn over every 2 months and don't show up for work half the time." They accommodated this handicapped worker by having a coworker deliver the cars to his cleaning bay. In exchange, they acquired a stable, conscientious worker.

Strategy 2: Training Social Skills on the Job. The first training decision for social skills on the job is whether it is possible to embed training in the regular flow of work activities or whether it is necessary to create special training sessions before or after the work day or during slow times. When possible, it is more efficient to train social skills within the normal work routines because skills can be learned in exactly the circumstances in which they are needed. This way, staff will not be burdened with add-on training sessions. Moreover, some skills can be taught only as part of the usual work day. For example, it is critical that fast food restaurant employees learn to work under the high-pressure conditions that prevail during the breakfast or lunch hour rush periods. At these times, workers frequently must respond to conflicting instructions, must call on others for assistance, and must respond to a continuous stream of urgent demands. The cordiality that typically characterizes coworker interactions may occasionally be replaced with irritability during these times. It is almost impossible to simulate the sense of urgency and confusion that typifies "rush hour."

TABLE 4-2
Choosing a workable approach for on-the-job social skill deficits

When to accommodate?	*Example*
1. When worker has sufficient skills to be productive but lacks one or more skills that are specific to a particular task	1. Counter duties may be eliminated for fast food workers who cannot count change
2. When worker lacks a set of skills that would take a long time or may be impossible to train, but is otherwise productive	2. Auto detailer who doesn't drive
When to train within the flow of work activities?	*Example*
1. When training will not disrupt the business	1. An experienced employee training a new busboy how to clear dirty tables
2. When training will not be offensive or annoying to customers	2. Teaching a new maid how to obtain clean linens
3. When targeted skill has to be learned in the context of normal on-the-job activity	3. Responding to urgent supervisory commands during rush hour
When to create special training sessions?	*Example*
1. When training would be disruptive to business operations	1. Teaching a worker how to respond to emergencies (e.g., a customer having a heart attack)
2. When training might be offensive to customers or coworkers	2. Teaching a worker how to handle ridicule or harsh criticism from coworkers
3. When a targeted skill is in reference to situations that normally occur infrequently or irregularly on the job	3. Teaching a worker to report malfunctioning equipment
4. When skill training will require a level of intensity that is impractical or impossible within the regular work flow	4. When a worker will require continuous repeated trials to learn a particular skill
5. When training in public might be embarrassing to the worker or put her or him in a bad light with coworkers	5. Teaching a worker a personal skill related to hygiene, dress, or appearance

Unfortunately, all skills may not be trained within the normal flow of work activities. Some social skill training would disrupt business operations. For example, teaching someone to respond appropriately to emergencies would best be taught with simulations during special sessions before or after work. Creating emergencies in order to provide learning opportunities would be very disruptive during rush hour periods. Social behaviors that call for situations that would be offensive to customers or coworkers (e.g., handling abusive language or responding to ridicule) are also best taught in special sessions rather than within the regular work day. Special training sessions may also be called for when a skill is needed for a sporadic or infrequently occurring situation. For example, a worker may need to be taught how to refer a customer's inquiry to a supervisor. However, suppose the demand for this social skill only occurs about once a week in the normal course of events. Because naturally occurring learning opportunities are sparse, simulations may need to be created to teach this skill. Finally, special training sessions are called for when training must be conducted at a level of intensity beyond that which is practical in the normal flow of work events.

Table 4-2 summarizes rules for choosing the best approach to training skill deficits on the job and illustrates those rules with examples.

Examples of Competitive Employment Problem Solving

Figure 4-5 represents a list of skill problems for George, an 18-year-old mildly handicapped youth who is working as a dishwasher in a midsized family restaurant. Note that the list is divided into three parts: (1) problems to be accommodated; (2) skills to be trained within regular work activities; and (3) skills to be trained in special sessions.

Accommodation Problem. The accommodation problem noted in Figure 4-5 resulted because the previous dishwasher used to stay late to mop the floor and lock up after everyone else went home. However, because George did not drive and public transportation was unavailable that late at night, he had to get a ride home with another worker who left at midnight. This was not a training problem, at least not in the short term (in the long term, perhaps George could be taught to drive). Since good dishwashers were hard to find and even more difficult to keep, the supervisor was willing to accommodate George. He eliminated the late-night mopping task from the dishwasher job and had a busboy do it early in the morning.

Teaching Procedures for Skill Training Embedded in Normal Work Activity. Two social skills were designated for training within regular work activities (see Figure 4-5) because they could be taught that way without disrupting business operations, because train-

FIGURE 4-5
Example of a list of problems for a dishwasher placement in a restaurant

Student George

Employer Carey's Restaurant

Job Dishwasher *Hours* 4:00p.m. – 12:00a.m.

1. *Problems to be accommodated*
   A. George cannot stay past midnight to mop floor as the previous dishwasher did, because his only way to get home is to get a ride with another employee who leaves at midnight.

2. *Skills to be trained within regular work activities*
   A. When he can't immediately comply with their commands, telling waitresses why and that he will as soon as possible.
   B. Clarifying ambiguous instructions.

3. *Skills to be trained in special sessions*
   A. Getting around customers while bussing dishes when the restaurant is crowded.
   B. Handling friends who come around during working hours and distract George from his work.

ing would not be offensive, and because training could be accomplished without intensive teaching procedures. The first social skill target (2-A in Figure 4-5) is used to illustrate teaching procedures that might be embedded within regular work activities. The first step after defining the general social skill target is to create teaching examples that describe the problem situation, the worker's current (deficient) behavior, and the appropriate behavior to be taught. The index of competitive employment examples may be used for this purpose. For example, the general social skill problem for George (see Figure 4-6) relates to following directions.

Acknowledging an instruction is critical to an appropriate response. In this case, the acknowledgment needs to include an explanation of why immediate compliance is not possible. Examples of following immediate instructions for dishwashers may be found in the Curriculum Guide and located by using the Index of Competitive Employment Curriculum Examples provided in Chapter 3. The examples in the Curriculum Guide should be adapted to the current situation. Figure 4-6 presents a teaching example adapted for George.

Step 2 in the design of training procedure is to decide when to teach, who will teach, and how to teach. In this case, the skill would be best taught in context because a key aspect was the pressure and pace of rush hour in the restaurant. Because most of the staff are working at a frantic pace at these times, the manager decided that he would teach the skill himself. He decided to begin teaching on Tuesday because it was not quite as busy as other days. Moreover, he made sure that the restaurant would be fully staffed on that day. The manager would train during the latter part of the lunch hour because that was when the problem generally arose (i.e., that is when they tended to run out of clean tableware). While it was still busy at that time, the big rush had peaked so there was less chance of disrupting business.

The choices of how to teach social skills within the normal flow of work activities are limited to the few procedures that can be done quickly and easily without impeding productivity. These include: (1) telling the worker what to do and how to do it; (2) showing the worker how to respond appropriately and getting him or her to imitate; (3) giving feedback to the worker about his or her response; and (4) setting up teaching examples in the workplace to improve efficiency.

Teaching Procedures for Skill Training in Special Sessions. For the most part, procedures used for training social skills during special sessions at a competitive employment site are the same as those described earlier in this chapter for work-at-school training. However, unlike work-at-school training, the particulars of the teaching examples in competitive

FIGURE 4–6
Analysis of a social skill problem pertaining to a particular job placement

General statement of problem:
Dishwasher needs to verbally respond to requests or commands that cannot be complied with immediately so that it is clear that: (a) he heard the request, (b) he cannot comply for a valid reason, and (c) that he intends to comply as soon as it is possible.

Example:

Situation	*Current worker behavior*	*Desired behavior*
During busy times, a waitress might yell for more forks or spoons or plates. However, the dishwasher can't comply immediately because they're not out of the machine, yet.	Dishwasher doesn't respond verbally immediately to waitress. However, he does bring out desired items as soon as they are ready. In the meantime, the waitress gets mad because she thinks he is ignoring her request.	Dishwasher should say, "The forks are in the machine. I'll get them to you as soon as they are out."

employment training can be precisely fitted to actual problem situations on the job. For example, the last problem situation for George (3B in Figure 4-5,) is handling friends who come around during work hours and distract him. When simulations are set up for this situation, they can mimic the usual number of friends, the places that those friends normally sit, the things they actually say, and the activities in which George is usually engaged.

Because on-site simulations more closely approximate the actual problem situations, they are likely to be more effective than work-at-school training. However, even on-site simulations cannot exactly duplicate real working conditions. Therefore, special procedures may be required to encourage newly acquired social skills to be applied (i.e., transferred to) during regular work times.

A Final Consideration About Training

It is important to note that successful training programs do not rely on any one procedure. The training approaches and procedures discussed in this chapter may be used in various combinations. Social-vocational skill training may begin in a work-at-school program and then be continued when the student is placed in a job. A worker who has multiple deficits may learn some skills in special sessions while other skill training is embedded within regular work activities. Similarly, after a worker has been taught a skill in special training sessions, any single technique (e.g., self-monitoring, reminders, embedded examples) may be used to encourage transfer of that skill to regular work activities, or a combination of techniques may be applied.

In the final analysis, there is no one "best" training strategy. In fact, a number of different strategies would probably be effective if they were well-executed. What is critical is that there is an ongoing decision-making process that is guided by the behavior of the worker. The goal is a worker whose social behavior on the job is effective, consistent, and independent. Whenever possible, it is desirable to train skills in the context in which they are to be used. When skills cannot be trained in context, additional procedures must be used to ensure that they transfer and are properly adapted to the actual work situations.

Unfortunately, after a social skill is learned, even on the job, there is no guarantee that it will continue to be properly applied. Businesses are dynamic environ-

ments. New situations arise as new managers and coworkers are brought into the business. Operating procedures, work activities, and social skill demands change continuously. To be successful, employees must be able to adapt. Some handicapped employees will need assistance to make these changes after the training program is over.

After Training: Leaving Something Behind. It is very frustrating when a worker trained and placed weeks ago, who appeared to be doing quite well, is suddenly fired. Unfortunately, this occurs commonly in employment placement and training programs. Ford, Dineen, and Hall (1984) reviewed competitive employment follow-up studies with mentally retarded workers. They found that performance deterioration over time after job placement was common, even in highly systematic, intensive employment training programs. The outcome of employment preparation programs that completely abandon handicapped workers after an initial training period will frequently be failure. This is a dilemma. Employment trainers cannot stay at a job site forever to help a handicapped worker adapt to a changing environment. However, there are ways to approach this problem.

First, workers who possess a proficient repertoire of vocational-social skills will have more tools to adapt to changing job demands. Development of those social skills is, of course, the purpose of this curriculum. Second, long-term systematic follow-up should be a fundamental part of all employment training and placement programs. Follow-up should include on-site visits, interviews with the worker and brief checks with work supervisors and coworkers. Follow-up checks should occur frequently at first and gradually decrease over time if the worker is doing well. Finally, it would be advantageous if an established employee in the business site could serve as an on-going trainer and advocate for the handicapped worker. A coworker in this role could provide an entre for the new worker to the social networks that exist among employees. She or he could keep an eye out for any social or production-related deficits of the handicapped worker and try to correct them. Last, if difficult problems arise, she or he could notify the employment training program staff so that they might intervene to prevent job failure.

The development of social skills in handicapped persons related to successful transition into the work force is not exclusively a training issue. Training may be the first step in a process that requires ongoing, possibly lifelong support. This support may be as simple as providing occasional follow-up checks, but it may also include retraining and advocacy to retain and extend employment. In summary, employment support would be viewed as an ongoing dynamic process in which a variety of overlapping activities may be selectively brought to bear as needed to assist handicapped individuals in becoming as economically productive as possible and in sustaining or even enlarging their societal contribution over their lifetime. The support of transition to employment can be better viewed as an overlap process where access to that support is always possible.

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Appendix:
Master Forms for Duplication

The forms on the following pages are designed to be reproduced for use with the Social Protocol Curriculum. The following forms are given:

1. Social Screening Assessment Form
2. Rank Ordering of Students Form
3. Employer Interview Form
4. Working Observation Form

Social Screening Assessment

Name of Employee _____ *Date* _____

Rater _____ *Job* _____

	Does Not Apply	*Opportunity Not Observed*	*Never Uses the Skill*	*Occasionally Uses the Skill*	*Consistently Uses the Skill*	*Check*
I. Self-Initiating						
1. The employee responds appropriately to job-related emergencies (e.g., injury, fire)	na	n	1	2	3 4 5	____
2. The employee gets necessary information or materials prior to performing a job (e.g., checks to see all tools needed for the job are present)	na	n	1	2	3 4 5	____
3. The employee works without bothering:						
a. Supervisor	na	n	1	2	3 4 5	____
b. Coworkers	na	n	1	2	3 4 5	____
c. Customers	na	n	1	2	3 4 5	____
d. Strangers	na	n	1	2	3 4 5	____
II. Problem-Solving Skills						
4. The employee asks to have unclear instructions explained (e.g., "I'm sorry, I didn't understand the last thing you told me.")	na	n	1	2	3 4 5	____
5. The employee refers inquiries or instructions to appropriate personnel (e.g., "Ask Bob—he's in charge of quality control.")	na	n	1	2	3 4 5	____
III. Instruction-Following Skills						
6. The employee carries out instructions from supervisors and coworkers that need immediate attention (e.g., "That box needs to be refilled now.")	na	n	1	2	3 4 5	____
7. The employee remembers to respond to instructions which need attention after a specified amount of time has passed or some event has occurred (e.g., "When you are through stacking boxes, then begin to count them.")	na	n	1	2	3 4 5	____
IV. General Interactive/Conversational Skills						
8. The employee speaks in a volume and tone of voice appropriate for situation (neither too loud nor too soft)	na	n	1	2	3 4 5	____
9. The employee stands at an appropriate distance when conversing with others (approximately 3-5 feet)	na	n	1	2	3 4 5	____
10. The employee does not interrupt when another person is talking	na	n	1	2	3 4 5	____
11. When spoken to, the employee pays attention to the individual speaking (e.g., makes eye contact)	na	n	1	2	3 4 5	____
12. The employee acknowledges others' comments (e.g., makes eye contact, nods head, and/or responds verbally)	na	n	1	2	3 4 5	____

	Does Not Apply	*Opportunity Not Observed*	*Never Uses the Skill*	*Occasionally Uses the Skill*	*Consistently Uses the Skill*	*Check*
13. The employee ends conversations at appropriate times (e.g., end of break time, when a customer needs help)	na	n	1	2	3	4 5	____
14. The employee says "please," "thank you," "excuse me," etc., when appropriate	na	n	1	2	3	4 5	____
V. Interactions with Coworkers							
15. The employee readily admits performing a wrong action or apologizes to someone on the job (e.g., "Sorry, I should have been here sooner to help you.")	na	n	1	2	3	4 5	____
16. The employee provides information to other employees related to products, schedules, operations, or shop policy (e.g., "The supervisor says we need to restock shelves this afternoon.")	na	n	1	2	3	4 5	____
17. The employee compliments/praises coworkers (e.g., "You're doing a nice job today.")	na	n	1	2	3	4 5	____
18. The employee offers and provides assistance to coworkers when necessary (e.g., "Do you need some help carrying that box?")	na	n	1	2	3	4 5	____
19. The employee expresses appreciation for something a coworker has done (e.g., "Thanks for helping.")	na	n	1	2	3	4 5	____
VI. Interactions with Supervisors							
20. When the employee cannot perform or complete an assigned task (e.g., needs proper tool or size part), the employee promptly notifies the supervisor (e.g., "I need some more washers.")	na	n	1	2	3	4 5	____
21. When failing to perform some duty or is late or absent from work, the employee responds appropriately (e.g., "Sorry I'm late, the bus broke down.")	na	n	1	2	3	4 5	____
22. When an employee is criticized, the employee acknowledges the criticism (e.g., "OK, all right," etc.) and corrects his behavior as requested without talking back, becoming angry or otherwise responding inappropriately	na	n	1	2	3	4 5	____
VII. Work Behavior							
23. The employee is not disruptive while working (e.g., arguing, self-abuse, acting-out)	na	n	1	2	3	4 5	____
24. The employee continues to work when coworkers grumble or complain	na	n	1	2	3	4 5	____
25. The employee works or produces at rates that equal or surpass the workshop standard (e.g., meeting or exceeding specified quotas)	na	n	1	2	3	4 5	____
26. The employee arrives at work or returns from break/lunch on time (i.e., being punctual)	na	n	1	2	3	4 5	____
27. If friends arrive, the employee continues to work uninterrupted	na	n	1	2	3	4 5	____

Rank Ordering of Students

Employee List (Students)	*Rank Order*
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____
13. _____	13. _____
14. _____	14. _____
15. _____	15. _____

Employer Interview

Questions

Options

Observed

I. Ideal Work Behaviors

1. **What work habits do your best employees have that distinguish them from your other employees?**

_____

_____

_____

Notes:

a. arrive early; being punctual

_____ _____

b. ask for information if doesn't understand?

_____ _____

c. look for more work?

_____ _____

d. continue to work on a difficult task?

_____ _____

II. Problem Behaviors

2. **What are some absolute "don'ts" for an employee in this position?**

_____

_____

_____

_____

Notes:

a. engages in too much small talk?

_____ _____

b. friends at work?

_____ _____

c. clowning around?

_____ _____

d. using profane language?

_____ _____

e. walking around work area?

_____ _____

f. other unacceptable behaviors?

_____ _____

III. Interactions

A. *Public Interactions*

3. To what extent will the employee interact with the public?

_____

_____

_____

Notes:

a. greets? _____ _____

b. provides information? _____ _____

c. refers individual to qualified personnel? _____ _____

d. other? _____ _____

B. *Supervisor Interactions*

4. How many supervisors will the employee have?

_____

5. Which supervisor should the employee go to *first* if there's a problem?

_____

_____

Questions	*Options*	*Observed*
6. For what problems should an employee check with his or her supervisor?	a. makes mistakes?	
_____	_____	_____
_____	b. runs out of materials?	
Notes:	_____	_____
	c. doesn't understand directions?	
	_____	_____
	d. completes work?	
	_____	_____
	e. needs to be excused (e.g., sick, use restroom)?	
	_____	_____

7. What training do you provide to a new employee?

_____

_____

_____

Notes:

a. reading materials?

_____ _____

b. videotape?

_____ _____

c. train with another employee?

_____ _____

d. _____

_____ _____

e. _____

_____ _____

C. *Employee Interactions*

8.(a) In what ways must your employees cooperate?

_____

_____

_____

a. share tasks?

_____ _____

b. offer assistance?

_____ _____

8.(b) In what ways would you like to see more cooperation among your employees?

_____

_____

_____

Notes:

a. help each other more?

_____ _____

b. praise each other?

_____ _____

c. _____

_____ _____

IV. Basic Rules

9. **What are some basic rules that the employee should know?**

_____

_____

_____

Notes:

a. dress code?

_____ _____

b. _____

_____ _____

c. _____

_____ _____

10. **What should an employee do if he or she is late or absent?**

_____

_____

_____

Notes:

a. report to supervisor?

_____ _____

b. begin work?

_____ _____

c. be willing to stay longer?

_____ _____

Working Observation

Skill Area	*Occasion for Responding*	*Behaviors/Problems*	*Comments*

Skill Area

I. Work Performance
II. Public Interactions
III. Supervisors' Interactions
IV. Coworkers' Interactions
V. Other

Occasions for Social Responding

What situation?

Who?
When?

(Indicate in one sentence an interaction with you that seemed significant to the job. Indicate interactions that are different from what has already been noted.)

Social Behaviors?

Indicate the social behavior involved, if any

Work Behavior?
Indicate problems in responding, (i.e., work task performance)

Problem situations
Indicate the interactions of others that may impinge on job performance

(Implications or inferred consequences of the situation)